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ABSTRACT

Presented is an evaluation of the Dade County (Florida) Gifted and Talented Program, specifically three subprograms: Learning Centers for Gifted Elementary Students, the Resource Program for Gifted Secondary Students, and Centers for the Expressive Arts. Evaluation procedures are explained to have included parent and teacher questionaires, and student interviews. Conclusions and recommendations are cited for the three programs in terms of the following variables (sample conclusions in parentheses): student characteristics (both elementary and secondary resource programs contain slightly more males than females), intelligence test scores (approximately 1/4 of the students scored below 130 and thus should not have been eligible for gifted programs according to state regulations), achievement test scores, admission to the program (one-third of the parents and most regular class teachers felt uninformed about the program), program design and procedures, program effects (parents of Expressive Arts students tended to see more positive changes in their children's behavior at home as a result of program participation than did parents of student in the other two programs), and gifted program/regular program integration. Ten overall program recommendations are offered. The bulk of the document is devoted to a discussion of specific results from evaluation of the three programs. Principal findings are seen to point out the need for improved program screening methodology and more effective program orientation for regular school personnel. (CL)

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DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA

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EVALUATION OF THE EXCEPTIONAL CHILD PROGRAM FOR THE GIFTED 1975-76

EC110 916

PLANNING AND EVALUATION DEPARTMENT

SUMMARY OF PRINCIPAL FINDINGS AND RECOMMENDATIONS

The Gifted Program is offering students enriched educational experiences that typically are not offered in the regular classroom. The amount of time per week that students receive gifted instruction appears to be sufficient although Center teachers would like to see it increased. The students appear to be adequately stimulated and enjoy participating in the program.

Teachers of the gifted are sufficiently qualified personnel and are viewed favorably by parents, teachers, students and program administrators, alike. Parents are satisfied with admissions criteria and the time involved in identifying and placing their children in gifted programs.

As the following will indicate, several aspects of the program appear to be in need of improvement.

A determination of the extent to which high-achieving students are participating in gifted programs was made and it was found that (1) only about 17 percent of all elementary and secondary (grades 7-9) students in the district who attained reading achievement test scores at or above the 98th percentile were enrolled in the two gifted programs and that (2) almost three-fourths of those not enrolled were never identified or tested for possible program placement.

Intelligence test (I.Q.) scores of all Elementary Center and Secondary Resource students were examined and it was found that about one-fourth scored below 130 and, consequently, should not have been eligible for gifted program participation according to state regulations. Additionally, many students were administered group I.Q. tests rather than individual tests as required by the state (No I.Q. scores are available for Expressive Arts students since intelligence tests are not routinely administered to determine program eligibility).

A review of the above findings, coupled with an additional finding that a considerable number of students were seen to withdraw from both programs largely for academic reasons, suggests that current gifted program screening methodology needs to be improved and state eligibility requirements followed more closely. Automatic I.Q. testing of students scoring at or above specified levels on the Stanford Achievement Test appears to be one reliable alternative for improving screening procedures. Additionally, insuring that only intellectually qualified students participate in such programs would likely reduce the number of withdrawals, especially for academic reasons.

Parents and regular classroom teachers generally have a limited understanding of the nature and purpose of gifted programming and are receiving insufficient feedback from teachers of the gifted, especially with regards to gifted program policy, procedure and student progress. Parent and teacher orientations to the gifted program, as well as increased planned contacts with these groups by teachers of the gifted, need to be implemented.

COMMENTS, REACTIONS, AND PROGRAM IMPLICATIONS
1975-76 EVALUATION OF THE DADE COUNTY
PROGRAMS FOR THE GIFTED
DEPARTMENT OF EXCEPTIONAL CHILD EDUCATION

April, 1976

PART I: COMMENTS AND REACTIONS

The "Evaluation of the Dade County Exceptional Child Program for the Gifted, 1975-76" has been reviewed from the perspective of specific program implications and recommendations from the Planning and Evaluation Department. The evaluation, based on responses from opinionnaires, provides subjective data for program refinement and change. Analysis of the data indicated that parents considered the gifted program favorable in areas, such as, amount of time to identify and place students in the program, criteria for eligibility, variety of subjects, teachers available for conferences, qualifications of gifted teachers, child is able to "keep up" in regular and gifted classes, child enjoys being in the program and is adequately stimulated. Some areas regular classroom teachers found favorable are: students in gifted program have sufficient command of basic skills, gifted program offers experiences not found in the regular program and almost every school should have a gifted program. Teachers of the gifted indicated favorable responses to some areas such as: placement of students, criteria for eligibility, program goals, measurement of student progress and students "keep up" with lessons in their regular classes.

Other favorable responses from the Expressive Arts Program are not included because, according to the Evaluation Department, questionnaires from the five Expressive Arts Program teachers "were either not returned or arrived too late for their responses to be included in this evaluation."

Also, no student interview instrument was indicated in the Evaluation Report. The subjective information obtained from the students informally was included in the report as interpretive narratives.

The foregoing positive aspects of the three cited programs suggest that the programs for the gifted in the Evaluation Report have credibility.

The Planning and Evaluation Department has made a series of ten recommendations on the basis of the evaluation. Reactions by the Department of Exceptional Child Education are offered to each recommendation, sequentially as follows:

1. This recommendation as it pertains to screening students for intellectually gifted programs is appropriate.

2. Although the basic premise of this recommendation is valid, it must be understood that considerable change in the State definition for the gifted has taken place since 1973. The Guidelines for 1973 had the following definition for the gifted: "6A-6.31 Definitions of terms in exceptional child program (10) Gifted Child -- one who requires a special instructional program because of extraordinary learning ability or outstanding talent in the creative arts." The Guidelines for 1974 changed the definition to:

"One who has a superior intellectual developmental or outstanding talent and is capable of high performance including those with demonstrated achievement or potential ability. The mental development of a gifted student is greater than two standard deviations above the mean (in most tests the mean intelligence quotient is 100)." The Guidelines for 1975 again changed the definition. "One who has superior intellectual development or outstanding talent and is capable of high performance including those with demonstrated achievement or potential ability. The mental development of a gifted student is greater than two standard deviations above the mean (in most tests the mean intelligence quotient is 100)."

The first part of the definition of a gifted student adopted by the State Board of Education specifies that three areas must be considered in determining eligible students for a special program:

a) superior intellectual development;
b) outstanding talent;
c) capacity for high performance--either demonstrated or evidence of potential

The second part of the definition further restricts the eligibility of gifted students to only those with measured intelligence of 130 or above.

These definitions are stated to illustrate how changes have occurred and that the criteria for placement of students was different before 1974. These changes also had an impact on program development. In 1973, Dade County already had programs for the intellectually gifted and those with science aptitudes. Two programs were developed and implemented during 1973-74, the Center for the Expressive Arts and the Student Leadership Development Program. All of the 1973-74 programs were approved by the State Board of Education and were in compliance with the definition of 1973. The operations of these programs were refined during 1974-75. During 1974-75, the Bureau of Exceptional Students indicated all programs not for the intellectually gifted and not in compliance with the 1975 Definition would have to be phased out.

Under present State Guidelines, the Expressive Arts Centers are not included in the regulations and do not qualify for continued State monetary support. However, it is recommended that these programs be continued.

3. The part of this recommendation suggesting inservice can be supported. That support cannot be extended to include major changes in elementary program design based on the subjective data and interpretive narratives of the Evaluation Report. To improve relations between programs for the gifted and general education programs the following suggestions are given:

a. Improve communications through such activities as, parent orientation meetings, county-wide meetings, area-wide small group activities and workshops, school-based student product(s)/progress meetings, school-center/program liaison committees, printed material, special events, and conferences.

b. Change the design of the Elementary Learning Centers from grades K-3 two days a week and grades 4-6 the other two days to grades 3-4 on two days and grades 5-6 on the other two days for schools with few identified students. Schools with a sufficient number of identified students may design their own program to be housed within their own building by submitting a program application to the Department of Exceptional Child Education.

Primary programs (K-3) may be established in home base schools upon approval of a program application by the Department of Exceptional Child Education.

The above alternatives need to be considered in terms of cost analysis, availability of funds, facilities and personnel.

4,5,6,7,8. These recommendations are supported.

9. The first paragraph of this recommendation is appropriate. The other paragraphs are inappropriate to this report.

10. The implication of this recommendation is to have an adequate evaluation process. It is recommended than an annual assessment be designed based on the specific cognitive and affective goals and objectives as related to each program. In order to ensure the validity of the assessment, there should be instruments which will provide hard data as well as procedures which will give subjective data.

To add clarifying emphasis to the Evaluation Report, two very successful programs, the Community Laboratory Research Program and the Student Leadership Development Program were not included in the study. Also, summer programs for gifted students are not a part of the Evaluation Report.

The "Development of Programs for the Gifted and Talented," Dade County Public Schools, April, 1976, is attached to this commentary as Appendix A to understand the direction of program development and the variety of gifted program offerings.

In conclusion, what is done with the information obtained from the Evaluation Report can become the catalyst for change. Indeed, within the data, there are sources of guidance for future program progress.

PART II: PROGRAM IMPLICATION RECOMMENDATIONS

1. Refer for screening all students scoring in the 95th percentile or above on the Stanford Achievement test in reading and/or mathematics

2. Delineate a specific, step-by-step screening and placement process for gifted programs in which areas must be in compliance with the time from referral to placement as short as possible.

3. Establish orientation sessions for parents prior to admitting student to the program; discuss criteria for eligibility, student progress reporting procedures, and planned program visitations

4. Assign a classroom or equivalent facility full time in each school having the Secondary Resource Program

5. Concentrate on the study and development of strategies for improving communication between teachers of the gifted and parents, students and regular class teachers.

6. Implement activities which promise to improve communication and cooperation

7. Provide additional money for materials, supplies and equipment based on the FTE generated by the school program

8. Reinstate the Teacher on Special Assignment Gifted position in all Areas to be responsible for student referral, identification and placement to insure compliance with approved District Procedures. Do follow-up with students having identified difficulties as well as monitor program operations.

9. Develop a student progress reporting procedure frequent enough to improve communications between teachers of the gifted and students, parents, and regular class teachers.

10. Establish periodic informational feed back, and up-date sessions for parents and regular school personnel

11. Makeprovisions to include regular class teachers in inservice offerings

12. Study and identify procedures for improving the articulation of students from elementary to secondary programs

13. Allocate physical education, art, and music personnel to the gifted program

14. Establish a procedure whereby schools desiring to develop innovative alternative programs for their gifted students, may propose plans for such developments to the Department of Exceptional Child Education.

15. Offer an intensive inservice on the gifted for principals

4/22/76

APPENDIX A

DEVELOPMENT OF PROGRAMS
FOR THE GIFTED AND THE TALENTED

DADE COUNTY PUBLIC SCHOOLS

April, 1976

PROGRAM DEVELOPMENT

It is the philosophy of the Dade County Public Schools to provide educational programs for exceptional students who are unable to receive an appropriate education in a regular class setting and, therefore, require the services of special facilities and/or special instruction. Programs for the Gifted in Dade County have been developed to reflect this philosophy.

During 1952, a program for the talented was initiated at the elementary level. The talented pupil was identified as one with an IQ 130 or above. This first program was for identified pupils in grades 3-6. A special resource group was the strategy used for these pupils. In 1956, Curriculum Bulletin #1-A, "Teaching the Talented," was published by a committee composed of teachers, principals, supervisors, and out-of-county consultants. The bulletin described various strategies and pilot programs. Various recommendations were made in the form of a summary. Acceleration, cross grouping, and enrichment were strategies used at the elementary level. Honors classes and acceleration were strategies at the secondary level. These programs and publications no longer exist as originally designed.

In 1957, a new idea was developed in providing programs for the gifted. Two doctors, Dr. Milton S. Saslaw, Director of Medical Research, and Dr. Doran D. Zinner, Director of Dental Research, initiated the Dade County Laboratory Research Program at the National Children's Cardiac Hospital. Two students who were working on high school science projects approached the doctors for advice. As an experiment the students were invited to spend as much time in the laboratory as they possibly could. They made remarkable progress. In fact, the paper they prepared as a result of their work, was published in *Tomorrow's Scientists*, October, 1958, and was referred to in an article which appeared in the *American Medical Association Journal of Diseases of Children*, October, 1961.

The following year the doctors presented a program to the Dade County School System. The plan proved satisfactory and the program began to grow. More students and more laboratories became interested. The Dade County Public Schools, with Mrs. Harriet Ehrhard coordinating the program, and the scientists working together over a three-year period proved that the program was feasible and practical.

"In this program carefully selected students arrange their school schedules so they can report to research laboratories in the county where they study and do basic research under the direct supervision of well-known research scientists. The students spend at least six hours a week in the laboratories; they write scientific reports; and they maintain high levels of academic achievement. For their efforts in the laboratory they earn one unit of high school credit. Special library cards are issued to the students granting them the privilege of using all the libraries of the University of Miami.

"This program was based on the premise that the best way to show students what science and scientists are like is to put them in direct contact with working scientists. It does not duplicate work which is available to the students in school, but emphasizes challenging educational experiences which are not customarily possible in school. How many secondary schools are equipped with the elaborate apparatus found in just one research foundation, and how many schools provide one person who has completed his doctoral studies to direct each student?

"The Laboratory Research Program reaches all segments of the population. It is not geared to any social or economic group. It can function in both small communities and large cities. While small communities may not have as many laboratories as large ones, there usually are interested and capable people who are willing to work with young people if they are given an opportunity. Where few laboratories are available, a series of seminars with visiting scientists might be arranged, or field trips to laboratories within moderate distances.

"The Dade County Laboratory Research Program has proven that *where there is a will, there is a way.*" (quoted from *Teachers' Notebook*, 1961, Harcourt, Brace and World, by Harriet Ehrhard).

Another opportunity that became available to gifted students was the Advanced Placement Program.

The Advanced Placement Program, which provides college level courses for senior high school students, has had official recognition from the county level since 1963-64. Prior to that time, individual schools were involved in the program and did have students taking the examinations. Impetus for county involvement in expanding the program was provided by the Quality Education Committee's recommendations in 1963.

Although at the time some expansion took place, it was not significant. Discussion with school personnel suggested that AP programs could begin, or could be improved, if three items were made available to all schools which organized AP classes or study groups:

1. county-supplied texts;
2. county funds to pay for the APP Examinations taken by students in APP classes;
3. additional planning time for teachers of APP classes.

The Assistant Superintendent for Curriculum and Instructional Services provided in his 1967-68 budget for texts and tests, items 1 and 2 above. No provision for item 3 could be made, but principals were requested to lighten the extra-curricular or homeroom load, if possible, for teachers having an APP class.

The provision for paying for tests was abandoned in 1969-70 since evidence indicated that while there were more tests being taken, there was no improvement in the number of successful test scores. The county continued to supply textbooks until the severe budget cutbacks in 1972.

Scores on the APP examinations range from 5 (High)-1 (Low) and are interpreted as follows:

5 = extremely qualified
4 = well qualified
3 = qualified

2 = possibly qualified
1 = no recommendation

Scores of 5, 4, and 3 are generally judged *successful*. The current practice is to encourage the qualified student to take the test at his own expense ($29.00 per examination in 1974-75). Fee reductions are available for a limited number of qualified students with acute financial need. Requests for fee reductions must be made by schools to the Advanced Placement Program at Educational Testing Service.

The number of students, the subjects offered, and the schools in which they are offered vary from year to year. The courses considered as Advanced Placement courses are reported as a part of Curriculum Bulletin 1, Authorized Instructional Courses. Selection of courses, staffing, and providing the instructional materials support are the prerogative and responsibility of the individual school principal.

The Motivation in Depth Program for Gifted Secondary Science Students was an opportunity which became available in 1964 as an educational research project by Dr. Milton S. Saslaw as principal investigator with the support of the National Science Foundation; United States Office of Education; NDEA Special Projects; Florida State Department of Education; The Florida Foundation of Future Scientists; Dade County Public School System; and the Graduate School, University of Miami.

"The design of the experiment had the objective of promoting interest in scientific careers among selected gifted junior high school students. Students were selected on the basis of behavior patterns, school and psychometric performance, interest and work habits, and orientation toward science and/or mathematics.

"There were, initially, two aspects of the project: in the *operational* project (under NSF aegis) 80 gifted seventh grade science students were selected, divided into two groups (E and C_1); 40 (E) participated in a formalized BSCS classroom presentation during the summer. In the summer after the eighth grade, they took CHEM S, and after the ninth, PSSC. After the tenth grade, they took a specially designed curriculum in laboratory research orientation and instrumentation which was implemented in the summer of 1967. The other 40 (C_1) were a control group. In eleventh and twelfth grades both had the opportunity, during the school years, to participate in the Laboratory Research Program. The Laboratory Research Program is a formal, honors advanced science course initiated by Dr. Milton Saslaw in 1958 and now offered by the Dade County School System.

"The *evaluative* project (USOE supported) was related to this program. The specific objectives, restated from the grant application were:

(A) To assess the *feasibility* of presenting standard or varied BSCS, CHEM S, and PSSC programs to gifted students at the junior high school level.

(B) To continue to collect data on children participating in the program *Motivation in Depth* for Gifted High School Science Students (funded by NSF).

(C) To analyze the California Occupational Interest Inventory to appraise its potential value in selection of students likely to choose scientific careers.

"Several years have been required to carry this project to a point where conclusions can be drawn. Questions are whether this program has merit in providing gifted

students with challenge and opportunity. Are they more deeply motivated in the fields of science? Will they pursue scientific careers? Will they seek better and higher education?

"After evaluation in terms of accomplishing its purposes, the *Depth* Program was found to be feasible and it did accomplish its immediate objectives. Therefore, the Dade County Board of Public Instruction on December 11, 1968, approved that the *Depth* Program, with the modifications resulting from the evaluation be continued as part of the regular curriculum." (Quoted from *Motivation In Depth for Gifted High School Science Students* Brochure, Dade County Public Schools, Revised, 1969.)

The MID Program is still an offering for gifted students; however, the sequence has been changed to the following:

REGULAR SCHOOL YEAR		SUMMER OFFERING
8th grade:	Science	Biology
9th grade:	Science or elective	Physics
10th grade:	Honors or CHEM-S Chemistry	Laboratory Orientation and Instrumentation Course

A mathematics program for gifted students was designed and implemented during the same year as the science program. The Deep Accelerated Program in Mathematics (DAMP) allows gifted students to accelerate their mathematics.

The regular mathematics program in the Dade County Schools allows qualified students to begin the formal study of Algebra in the eighth grade leading to the study of Calculus or Mathematics V in the twelfth grade.

It was felt that some gifted students could be further accelerated. Hence, with the assistance of a grant from the National Science Foundation and the cooperation of Dr. Herman Meyer, Chairman of the Mathematics Department, University of Miami, the following program was planned:

GRADE	IN SCHOOL	SATURDAY A.M.	FLA. INTERNATIONAL UNIV.
9	Geometry	College Alg. & Intro. Trig.	@ M.D.J.C.
10	Math Analysis	Calculus (½)	@ F.I.U.
Summer School	---	---	Calculus (½)
11	---	---	Advanced Math Courses
12	---	---	Advanced Math Courses

Students in the eighth grade who are doing outstanding work in Algebra and who wish to enter the Deep Accelerated Program are recommended by the junior high school to enter the program. These students study Geometry in their schools during their ninth year and are enrolled at Miami-Dade Junior College to study College Algebra and Introductory Trigonometry on Saturday mornings. Miami-Dade offers the two trimester courses tuition-free to these students since the National Science Foundation has withdrawn support of the program.

During the student's tenth year of school he studies Math Analysis in the senior high school and Calculus I at Florida International University. The Calculus I classes are held on Saturday mornings throughout the school year. In the summer

following the tenth year of school the student in the Deep Accelerated Program studies Calculus II during the first summer session at Florida International University. The approach in Calculus I provides for learning computer science techniques in conjunction with the Calculus techniques. This enables students to get into practical applied problems earlier than in the traditional approach.

During the student's eleventh and twelfth years he is enrolled in one advanced mathematics course each quarter at Florida International University. He takes no mathematics courses at the senior high school during this time.

A student may withdraw or be withdrawn from the program at any time when his best interests would be served by so doing. The student who remains in the program may earn 20-25 semester hours of college credit. The courses offered at Miami-Dade Junior College and Florida International University carry regular college credits. A transcript of these credits can be sent to the college the student plans to attend.

The Deep Accelerated Mathematics Program was initiated with a group of 38 ninth-grade students in the 1964-65 school year. At the same time a program for students interested in science, Motivation in Depth Program, was introduced. Some students are in both these special mathematics and science programs and schedules are arranged to avoid conflicts.

From an informal follow-up of students who were in the program, it is learned that many have been awarded advanced standing and scholarships at leading colleges and universities throughout the country. Some have continued the study of mathematics in a doctoral program; others have entered other fields which were opened to them because of their background in mathematics.

In 1967, the Instructional Television Planning Council of the Dade County Public Schools determined the need for a more advanced sixth grade mathematics curriculum than most elementary teachers were trained to present. In August of that year, a writing committee of elementary mathematics specialists outlined the topics comprising a curriculum for the accelerated sixth-grade math student. These topics were defined operationally, and written in behavioral terms. Test items were written and a television script composed by the studio teacher. The telelesson was taped and the worksheets completed. It was determined that each lesson would be *self-contained*; i.e., with no outside teacher help, thus placing the entire responsibility for learning upon the learner.

The series is a validated TV series. This means that if the directions are followed the mathematical behavior stated in the objectives of each lesson will result for <u>at least</u> 60% of the participating students without teacher involvement.

Whether or not this behavioral goal is achieved was determined by test items originating from the objectives - this test followed the telecast and the two mathematics periods reserved for work on related written material.

A part of the package, the extension of the telecast for the next two mathematics time blocks, is the set of work-sheets which reinforce the lesson. During the time spent on the worksheets, students are encouraged to discuss answers to specific problems, but not reveal except by hint or implication, the methods by which the answers were found. One of the interesting results is that children unknowingly guide the discovery of the concepts by other children. An integral part of the package is the period of thirty minutes or more given to free, un-

inhibited discussion and interaction among the students with minimum interference from the teacher.

During the experimental year sixty-two classes in accelerated mathematics containing 1,293 elementary children received instruction with the aid of educational television three days per week. A follow-up study compared three random *It Figures* groups with three matched groups who were also sixth graders but who spent five days a week using a seventh grade book as their text. Although the *It Figures* groups met only three days per week, they were significantly superior at the .028 level in computation, and also had a difference in their favor in concepts (.098) and application (.852).

In January, 1970, *It Figures* was awarded the Bronze Medal of Achievement by the Aerospace Education Foundation as one of the nine most innovative educational programs in the nation.

All these programs continued to be successful opportunities for gifted students and in 1968, at the request of Superintendent E. L. Whigham, a three-person committee, composed of James F. Miley as chairman, Herbert Blinn and Mrs. Leslie Peikin, was formed to study gifted child education. This committee made an in-depth study of the literature, corresponded with fifteen nationally recognized leaders in gifted education, surveyed the 40 largest school systems throughout the country, made on-site visitations of programs in operation, examined numerous ESEA, Title III Projects through the ERIC System, and reviewed the research on the gifted. After considering all of this data, a variety of prototypes were developed. The final product was a program designed for a special center serving students in grades K-9. The program in the center was to be supported by three mobile units - Technology, Communications, and Fine Arts - on a rotational basis. Each center was to be staffed by two teachers. The design also provided a preservice/inservice training component and a formal evaluation including an external educational audit. For a number of reasons, the proposal was never submitted for funding.

When the Florida legislature earmarked funds for 25 teaching units in 1968, the basic design of the Title III proposal was submitted. Four units were allocated to Dade County. The Dade County Public Schools are divided into six administrative areas. The four units were assigned to the North Central Administrative Area to open the first elementary learning center for achieving academically gifted students at Glenn H. Curtiss Elementary School for the 1970-71 school year. Now there are nine elementary learning centers in all six administrative areas with the Northeast, Northwest, and Southwest Administrative Areas each having two centers.

The elementary learning centers are designed for academically achieving gifted students. Each participant has an opportunity to pursue an individualized program of instruction in a variety of subject and talent areas. These pursuits often involve varied special activities utilizing many resources in the community.

Students attend the centers two full days each week and remain in their home schools the other three days. A center may have three to five teacher-specialists and serve 120-200 students in grades K-6.

It was determined students who had participated in the elementary learning centers needed services at the secondary level. To meet this need, a Secondary

Resource Program for Gifted Students was established in the North Central Administrative Area during the 1972-73 school year with Ms. Faye Garcia as the teacher. The next year a team was created by selecting Mr. John Carter to work with Ms. Garcia. With the 1975-76 school year all six administrative areas have a Secondary Resource Program.

This program is a sequel to the elementary learning centers. It provides for an enriched extension of the regular curriculum for students in grades seven - nine in five administrative areas and junior high - senior high levels in the Northeast Administrative Area. There are diversified methods of instruction in problem solving, independent study, and the inquiry approach which encourages students in various academic disciplines and talent areas to make full use of their capabilities.

Another aspect of the program is direct support to classroom teachers and their principals. Personalized guidance and counseling is an essential dimension of the program. People in the community participate as resources to provide expertise for the students in a wide range of fields.

The quote, *one characteristic of programs for the gifted is the great variety of arrangements; in school systems with a history of consistent planning the variety increases year by year as planning for improvement continues,* from the *Education of the Gifted and the Talented Report to Congress of the United States,* March, 1972, provided the impetus for the development of a talent program, the Center for the Expressive Arts.

This added dimension of the program offerings began in 1973-1974 at Charles R. Drew Elementary in the North Central Administrative Area. This program reflects the tri-ethnic population of the Dade County Public Schools. A team of three teachers makes provisions for students to express themselves through art, music and drama. A second center was established during 1974-75 at Rainbow Park in the Northwest Administrative Area.

The Centers for the Expressive Arts are for exceptionally talented students in grades 4-8. The purpose of the program is to allow students the opportunity of expressing the potentiality of their talents. Opportunities are expressed through flexible, original, and elaborative activities; imaginative and inventive visual art activities; exceptional creativeness in movement, dance, and physical activities; and abilities of music, rhythm, dramatics, and other activities of communications.

Continuing with the philosophy of a broad definition of giftedness, a Student Leadership Development Program was initiated in 1973-74. Ms. Faye Garcia was the first teacher/coordinator of the program and responsible for its development. This program is available in all senior high schools.

High school juniors and seniors take a two-quinmester leave from their regular studies to serve full-time with community leaders in government agencies, business organizations, education institutions, the arts, civic associations, and private agencies. Students work full-time five days a week with their sponsors, attending high-level meetings and conferences, making presentations to groups, preparing reports, and doing special assignments of immediate value to the sponsoring agency. The students are treated as part of the professional staff to which they are assigned.

Two half-days each month, students as a group attend special seminars in leadership development and program procedures. Students have assigned readings, hear guest speakers, and have opportunities to react to common problems.

The most recent program was developed for gifted students with learning disabilities. The need for this type of program was established when a student was identified and it was determined through due process procedures that an appropriate program was not available to him in the public schools. A contract with a private agency was entered into to meet the need.

In the Dade County Public Schools there are intellectually gifted students who exhibit process disorders which inhibit the academic achievement of their individual potentiality. The Gifted/L.D. student, because of his unique abilities combined with his learning disability, requires a specially designed learning environment.

The Regulations of the Florida State Board of Education, 6A-6.31 define the learning disabled student as one who exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using spoken and written language. These may be manifested in disorders of listening, thinking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to an environmental disadvantage.

A gifted student in the Dade County School District is defined as one who has one or more talents with exceptional intellectual and creative ability requiring a special, challenging instructional program.

Research, information, and programs are virtually non-existent for Gifted/L.D. students. Because of this insufficient knowledge, it is important that a small number of children be identified at the primary level and at the intermediate level to establish a working model at each level. These models would be monitored closely for identification, curriculum implementation, student improvement, and evaluation. These two models were implemented at the beginning of the second semester, January, 1976.

The provisions for referral, identification, and placement of Gifted/L.D. students are:

1. Referral - School personnel may recommend to the County Screening Committee for the Model Gifted/L.D. Program those students who exhibit characteristics for identification.

   Students in grades K-3 may be referred for the Model Primary Program and students in grades 4-6 may be referred for the Model Intermediate Program.

2. Identification - Students will be identified through psychological evaluations which delineate the process deficits according to the State approved Procedures for Learning Disabled Students for 1975-76. There will be ten students identified for each model. Additional criteria will include one of the following:

   a. A scale score of 130+ on either the verbal, the performance, or the full scale as measured by the WISC, WISC^r, or the WPPSI.

b. A scatter of potential on the WISC, WISC^r, or WPPSI is such that three scaled sub-scores total 45+ with a minimum scaled score of 15 on one of the following sub-tests: Vocabulary, Block Design, Similarities, or Comprehension.

3. Placement - The Placement Committee, composed of District Coordinators for the Gifted and Learning Disabled Programs, District Coordinator for Pupil Personnel Services, Area Director of the Areas providing program services, teacher(s) on special assignment, evaluating psychologist, and an additional psychologist along with other school personnel, will determine the placement of students referred for the Model Gifted/L.D. Program.

The program goals are:

1. To determine a learning profile for each student.

2. To determine the best techniques and appropriate curricula for the identified Gifted/L.D. students.

3. To provide a learning environment specially designed to enhance the identified unique abilities of each student.

4. To develop an educational plan for combining and unifying experiences in the regular school program, the L.D. program, and the gifted program.

5. To develop and implement an ongoing evaluation process for student growth and program improvement.

Students will be assigned to a school with a center for the gifted. A resource program with a certified teacher of the learning disabled and a team of specialists for the gifted will provide an instructional program in cooperation with the regular classroom teacher. Each student in the L.D. class would be resourced in the regular school program when appropriate. Two days a week the student would be in the gifted center along with his L.D. teacher.

The curriculum would be a process approach that allows the teacher to assist the student in terms of a developmental continuum and to consider appropriate learning choices for each student. There will be individual and small group instruction designed to compensate for the students' deficit areas; assistance to the regular classroom teacher will be provided by the L.D. teacher. The L.D. teacher, in cooperation with the gifted specialist team, will develop instructional activities to enhance their giftedness. Each student's educational plan would be a cooperative effort of the regular teacher, L.D. teacher, and gifted specialist team.

A summer program has been developed for qualified senior high school students interested in the humanities.

The Colloquium in British and American Culture Course provides outstanding students in grades nine through twelve an extraordinary opportunity to pursue an in-depth study in British and American drama, art history, philosophy, and intellectual history.

The scope of the colloquium will include a time period from the defeat of the Spanish Armada (1588) to the present.

The most important feature of the program is its emphasis on academic freedom while maintaining and insuring each student a superior intellectual experience. Students will work intimately with the various expert instructors in classical academe-like situations which emphasize dialogue and seminar modes of learning. Working with his mentors, a given student is afforded much time for creative and innovative thinking criticism. There is very little emphasis on bureaucratic concerns which tend to be characteristic of more regimented educational approaches. Instead, emphasis is on a conceptual approach to the understanding of the cultural milieu out of which a given philosophy, artistic school, or dramatic movement evolves. This program was offered during the summer, 1975.

During the summer, 1976, the offering will be "Colloquium in Romantic and Future Studies, 1776 to Present."

Students attend Coral Gables Senior High School in the South Central Administrative Area five hours per day for nine weeks, June through August. They receive two quins of credit in English, two in history and one in art. Honors points are awarded for grades of A and B.

In summary, it is the intent of the Dade County Public Schools to provide a variety of programs and in-depth resources for gifted and talented students. All of the programs described are part of the Department of Exceptional Student Education except the Advanced Placement Program, Deep Accelerated Mathematics Program, and the television series, *It Figures*. These programs, as well as honors classes, independent study programs, and accelerated options, are part of general education programs but are available to gifted and talented students.

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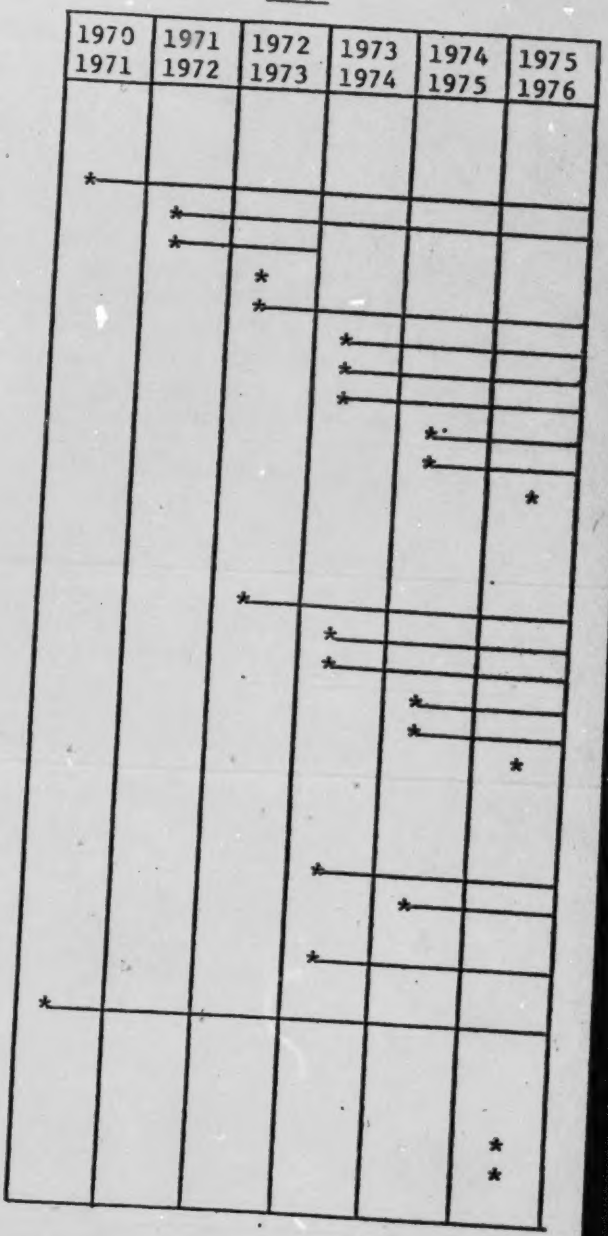
CHART I

DEVELOPMENT OF PROGRAMS FOR THE GIFTED AND TALENTED IN THE DADE COUNTY PUBLIC SCHOOLS AS PART OF THE EXCEPTIONAL CHILD PROGRAM

EVENT

YEAR



Elementary Learning Centers:

- Glenn H. Curtiss Elem.
- Highland Oaks Elem.
- South Miami Heights Elem.
- Dade Elementary
- Parkview Elementary
- Coral Gables Elementary
- Howard Drive Elementary
- Tropical Elementary
- North Beach Elementary
- Flamingo Elementary
- Leewood Elementary

Secondary Resource Program:

- North Central Area
- South Central Area
- South Area
- Northeast Area
- Northwest Area
- Southwest Area

Expressive Arts Centers (Talented):

- Charles R. Drew Elementary
- Rainbow Park Elementary

Student Leadership Development Program:

Community Laboratory Research Program:

Learning Disabled/Gifted:

- Coral Gables Elementary
- Leewood Elementary

PROGRAM GOALS AND OBJECTIVES

The goals of the program reflect the emphasis on individual learning styles and academic and creative abilities. Teaching strategies are formulated to enable the gifted student to develop his exhibited talents and exceptional abilities, particularly in the areas of creativity, productive thinking, planning, decision-making, performing and visual arts, independence, and leadership abilities. Individual initiative, self-direction, and originality are encouraged in confronting problems. The programs are designed to expand the interests of the gifted student to aid him in developing cognitive and affective abilities and to broaden his field of personal reference. Activities developed are ones which incorporate a multi-media, multi-level, inter-disciplinary approach and which enhance transfer of learning from the classroom to real-life situations. Practical application is fostered by bringing the students in contact with a variety of community resources. Through interactions with successful adults in their areas of interest and various community activities, the gifted students expand their experiential horizons, project new goals for themselves, and gain a sense of their responsibilities to society.

The objectives listed have been derived from the goals established for the program. These objectives do not have the usual criteria for measuring or observing learner behavior. They are not intended to be exclusive or all inclusive. They do not necessarily fit into any pattern or any one subject area. Rather, the objectives are to be used as a working basis for developing certain characteristics and as a foundation for more measurable differential behavior objectives for individual programs or learning situations.

Program Goals and Behavioral Objectives with Description of Optimum Performance

Goal: I. Planning - Competent student planning includes individual goal-setting, self-direction, organization of time and wise selection of activities.

Objectives:

A. Given the opportunity to establish goals, the student will list objectives reflecting independence and self-direction.

B. Given a list of assorted activities, the student will complete a work plan which organizes his time efficiently.

C. Having completed a realistic schedule, the student will select activities to complete his goals which demonstrate wisdom and self-initiation.

Goal: II. Critical Thinking - Excellence in critical thinking involves purposeful investigation, analysis and synthesis of collected data, comprehensive interpretation of material, pertinent application of information, and generalizations into significant concept areas.

Objectives:

A. Responding to a variety of printed and non-printed stimuli,

the student will generate ideas which reflect the ability to analyze information.

B. Given a topic for investigation, the student will demonstrate his expertise in data collection utilizing school and community resources.

C. Using data on a specific topic, the student will state ideas reflecting the ability to synthesize data.

D. Given a problem, the student will suggest alternative solutions and implications.

E. Given a set of variables, the student will make and support inferences concerning cause and effect relationships.

F. Having analyzed a set of data, the student will interpret the information demonstrating comprehension and implications.

G. Having interpreted a set of data, the student will state valid generalizations indicating specificity of concept formation.

H. Having interpreted assorted bodies of information, the student will apply the comprehensive results of his interpretation via a pertinent expressive mode.

Goal: III. Creative Thinking - Outstanding creative thinking includes generating ideas, perceiving objects and concepts in a new way, applying unique ideas, predicting consequences from present ideas, and having insight or grasping the relationships of things and ideas.

Objectives:

A. Responding to printed and non-printed stimulus resources, the student will brainstorm related ideas and concepts.

B. Presented with a variety of objects, pictures, words, phrases, concepts, or ideas, the student will change these into different symbols or media.

C. Given a new or unusual problem, the student will derive unique solutions based on application of innovative techniques.

D. Presented with a list of thematic concepts, the student will develop original works based on these ideational structures.

E. Given a problem which is unfamiliar, the student will invent solutions based on willingness to risk expression of ideas and perceptions.

F. Given two or more problems requiring change of thought

from one category to another, the student will develop ways to maintain flexibility and invention in problem-solving.

C. Having experienced contact with the visual and performing arts, the student will develop valid criteria for evaluation.

Goal: IV. Independence - Independent functioning implies that the student accept responsibility for his own learning, is self-motivated, resourceful and persistent, yet flexible enough to change direction when the need is apparent.

Objectives:

A. Given a problem or project, the student will demonstrate resourcefulness and persistence in developing a product.

B. Given the opportunity to initiate a project, the student will demonstrate skill in planning and implementation.

C. Presented with items for critical appraisal, the student will analyze and adjust his objectives and plans to achieve optimum results.

Goal: V. Achievement - Superior achievement is reflected in an in-depth product or products which reveal extensive research, good organization, and comprehension or material.

Objectives:

A. Given a body of knowledge, accumulated information, or materials, the student will participate in in-depth instructional experiences involving extensive research and organization.

B. Presented with alternatives for achieving efficient performance, the student will develop ways to improve his approach to organizational techniques.

C. Given a project, the student will decide what problems exist in comprehension of pertinent information derived from his verbal and non-verbal products.

Goal: VI. Evaluation - Comprehensive student self-evaluation involves consistent reflection and review, judgment of processes and products, realization and interpretation of attained goals, and projecting new goals from already achieved goals.

Objectives:

A. Having prepared a set of goals and objectives, the student will demonstrate ability in self-evaluation.

B. Having prepared a set of goals and objectives, the student will maintain a system of judgment of products and processes.

Goal: VII. Attitudes - A mature attitude is demonstrated by acceptance of responsibility, respect for the rights and differences of others, and an awareness of one's own strengths and limitations.

Objectives:

A. Given the opportunity to complete an obligatory or voluntary commitment, the student will fulfill the responsibility through the service of time, talents and energy.

B. Given the opportunity to interact with students of diverse ethnic backgrounds, the student will demonstrate a working attitude of respect and conciliation recognizing the rights and differences of others.

C. Having completed assignments of varying difficulty, the student will develop a realistic awareness of his own strengths and weaknesses and limitations.

D. Presented with challenges to his sense of personal values, the student will choose a set of ethical standards which will promote development of self-actualization.

Goal: VIII. Service - Service includes assuming positions of leadership and/or responsibilities when it is appropriate, and assisting others by dedication of time and energies.

Objectives:

A. Given the opportunity to develop extracurricular projects, the student will cite ways he can help his school and community.

B. Given the opportunity to discuss service projects, the student will explain the relationship between academic pursuit and the betterment of the human condition.

C. Given the opportunity to take a leadership role, the student will fulfill the responsibility competently.

D. Having assumed a role of vital service, the student will provide judgmental solutions to problems encountered in his work.

QUALITATIVELY DIFFERENT EDUCATION FOR THE GIFTED/TALENTED PUPIL

CURRICULUM DESIGNS and TEACHING TECHNIQUES used in all programs for the gifted in Dade County are intended to enhance the language, creative thinking, productivity, conceptualization and socialization skills most gifted students possess. Teaching strategies are based upon the research, theories and working models of such educators as: J. P. Guilford (Structure of the Intellect), Benjamin S. Bloom (Taxonomy of Educational Objectives), Frank E. Williams (Model for Implementing Cognitive-Affective Behaviors in the Classroom), E. Paul Torrance (Theories on Creative Thinking), Hilda Taba (Process Approach to Education), Jerome S. Bruner, Jean Piaget, John C. Gowan, James J. Gallagher, Irving S. Sato, and others.

These professionals note that the advanced skills of the gifted student stimulate educational needs which require more opportunities for:

...risk taking
...self-expression
...understanding of self
...self-directed discovery
...strengthened research skills
...appropriate reading materials
...developing sensitivity to others
...acceptance of non-conformity
...minimized use of rote drill
...atmosphere of valuing uniqueness
...expressions of curiosity and imagination
...assuming various roles in group interaction
...exposure to people of diversified backgrounds
...divergent, open-ended teaching strategies
...heightened awareness of creative abilities
...discussion with peers of similar abilities
...creative approaches to communication of ideas
...positive acceptance of intellectual abilities

The CURRICULUM DESIGN in gifted education is intended to foster higher levels of thinking (abstract, critical, constructive, logical, liberal, analytical, and reasoning), to provide for creative expression, imagination and uniqueness to enhance positive attitudes towards one's own abilities, and to encourage awareness of others and their needs.

The LEARNING ATMOSPHERE is one conducive to intellectual advancement by contact with peers of similar abilities within a relaxed, yet stimulating environment.

The TEACHING STRATEGIES are multi-media, multi-level, and interdisciplinary in approach. Techniques of brainstorming, inquiry, synectics, simulation, creative innovation, exploration, research, movement, theater games, guidance, and others are utilized within a cognitive/affective model.

All of the Gifted/Talented programs operate within the Dade County Exceptional Child Procedures with defined goals and objectives. Each program, however, displays its own personality, due to the administrative area in which it operates, the personalities and competencies of the teachers, and the make-up of the student groups.

Curriculum designs, teaching techniques, models, and evaluations are developed by the teaching teams in each program, in cooperation with the Area Teacher on Special Assignment for the Gifted/Talented, the County Coordinator for the Gifted/Talented, the Area Exceptional Child Director, and special consultants. Innovation is encouraged.

SUGGESTIONS FOR DEVELOPING PROGRAMS

1. Secure a commitment to education of gifted and talented students for program success.
2. Develop a written plan that synthesizes and communicates the purposes of the program as well as what it is to accomplish.
3. Plan the administration and operation of the program consistent with the philosophy of the school district.
4. Identify expected competency outcomes as a result of being in the program.
5. Develop process goals for accomplishing program outcomes.
6. Identify the target population in establishing the identification process.
7. Develop a program prototype by comprehensive planning, studying background information, analyzing other programs, and considering program alternatives.
8. Consider physical provisions as integral aspects of program development.
9. Develop a flexible curriculum that provides for a qualitatively differentiated education.
10. Identify learning experiences that extend the curriculum beyond the program structure.
11. Design inservice education to raise the level of personnel competencies.
12. Form a strong advocate group for support and program longevity.

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DADE COUNTY PUBLIC SCHOOLS

Division of Finance

EVALUATION OF THE DADE COUNTY EXCEPTIONAL CHILD PROGRAM FOR THE GIFTED 1975-76

Prepared by

Department of Planning and Evaluation
Dade County Public Schools
1410 Northeast Second Avenue
Miami, Florida 33132

April, 1976

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INTRODUCTION

Description of the Program

The Exceptional Child Gifted and Talented Program is one of eleven educational programs designed to provide specialized instruction to exceptional students enrolled in the Dade County Public School System. The program is comprised of seven different programs that were developed to meet the needs of different classes of gifted and talented students. This document presents an evaluation of three of these.

A brief description of each program, and its year of inception, is found below:

1. The Community Laboratory Research Program (1958) enables eleventh and twelfth grade students to take courses at their school each morning and to do from seven to twenty hours per week of scientific research in various science laboratories in the community.

2. The Student Leadership Development Program (1974) is also directed at eleventh and twelfth graders and enables them to work full-time, five days per week, for two quinmesters with various community leaders in government, business, education, etc.

3. The Motivation in Depth Science Program is an accelerated sequential summer program for students in grades nine through eleven. Biology (1963) is offered during the summer before grade nine, Physics (1964) during the next summer, Chemistry during the tenth year and the Laboratory Orientation and Instrumentation Course (1966) during the summer following grade ten.

4. The Colloquium in British and American Cultures (1975) enables students who have completed grades nine through twelve to participate in a study of the two cultures during the summer quinmester.

5. Centers for the Expressive Arts (1973-74) enable students in grades four through eight to participate one day per week in artistic, musical and dramatic activities.

6. Learning Centers for Gifted Elementary students (1970) allow academically achieving gifted kindergarten through sixth grade students to receive individualized instruction in various subject/talent areas at nine learning centers located throughout the county. Students attend the Centers two full days weekly and remain in their "home" schools the other days.

7. The Resource Program for Gifted Secondary Students (1972) is a sequel to the Elementary Learning Center program and provides the equivalent of one full day of instruction to eligible gifted students in grades seven through nine. Unlike elementary students, these youngsters receive instruction at their "home" schools from an itinerant resource teacher of the gifted.

Other programs in general education that provide instruction to gifted students include the Deep Accelerated Program in Mathematics, "It figures" Elementary Mathematics, Advanced Placement classes and the Oceanographic Program for Inner City Youth.

Federal, State and County definitions of a gifted student, outlined in the September, 1975 edition of the Dade County Schools Handbook for the Operation of Gifted and Talented Programs, are reproduced below:

FEDERAL: The United States Commissioner of Education defines the gifted and talented, in accordance with Public Law 91-230, Section 806, as:

> Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> Children of high performance capability include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
>
> 1. general intellectual ability
> 2. specific academic aptitude
> 3. creative or productive thinking
> 4. leadership ability
> 5. visual and performing arts
> 6. psychomotor ability

STATE: One who has superior intellectual development or outstanding talent and is capable of high performance including those with demonstrated achievement or potential ability. The mental development of a gifted student is greater than two standard deviations above the mean (in most tests the mean intelligence quotient is 100). 6A-6.301(9) SBER

DADE COUNTY: A gifted pupil is one who has one or more talents with exceptional intellectual and creative abilities requiring a special, challenging instructional program.

The state incidence figure of 2% is used as a guideline for the gifted in the Dade County School District. According to the manual entitled, Dade County Procedures for Providing Special Education for Exceptional Students, 1975-76, the estimated number of gifted students in grades kindergarten through twelve who need special educational services for maximum educational development is 4,932. As of October, 1975, 2,671 students were being served in exceptional student public school programs for the gifted.* Special science and mathematics summer programs, Advanced Placement classes and the "It Figures" television series served an additional estimated 2,354 students.

A more detailed description of the gifted student and the types of programs offering gifted instruction can be found in the Dade County Procedures.

* Projections for the 1976-77 school year show that 3,104 students will be served.

Although the Exceptional Child Gifted and Talented Program is comprised of seven sub-programs, the current evaluation focused on the three programs currently providing the majority of services to the county's gifted students: Learning Centers for Gifted Elementary Students, the Resource Program for Gifted Secondary Students and Centers for the Expressive Arts.

A. Elementary Learning Centers

Nine Elementary Learning Centers, staffed by 32 teachers, are currently serving 1,239 academically gifted students in grades kindergarten through six in all six administrative areas of the Dade County Public School District. The curriculum of the Centers is designed to provide an in-depth extension of the general school curriculum with considerable emphasis on developing students' skills in identifying, using and evaluating various processes of learning.

Eligibility requirements, as presented in the Dade County Procedures manual, include an I.Q. score of at least 130 as indicated by an individual psychological test (to include all subtests administered by a specialist in school psychology). Other criteria include teacher and principal recommendations, an interview, parent permission and academic achievement (preferably two grade levels above the norm). Placement in the program is determined by an interviewing committee composed of the district coordinator for Gifted/Talented Programs, the school psychologist, Learning Center teachers and area representatives.

There are currently no certification requirements for teachers of the gifted. However, teachers reportedly are selected on the basis of extent of certification in one or more academic disciplines and a minimum of three years of teaching.

Each of the Centers is housed in an elementary school and it is the school principal's responsibility to insure that the program is accepted by the regular faculty and that effective communication is established with feeder school staffs. Students are transported to the Centers two days per week. Wednesdays are set aside for teacher's planning, visiting feeder schools, conducting staff development activities and conferring with parents of their students.

B. Secondary Resource Program

The Secondary Resource Program is a sequel to the Elementary Learning Centers Program, is staffed by 22 teachers and is currently serving 331 academically gifted students in grades seven through nine across all administrative areas of the Dade County Public School District (the Northeast Area serves youngsters in grades seven through twelve). The curriculum is an enriched extension of the general school curriculum with emphasis on problem-solving, independent study and practical experience in various community facilities.

Eligibility requirements include an I.Q. of 130 in accordance with state guidelines, achievement tests scores of 8-9 stanines, parent permission and passing an interview. Placement is determined by the Secondary Resource teachers with approval of the district coordinator for Gifted/Talented Programs and the Area Exceptional Child Director.

There are currently no certification requirements for teachers of the gifted. However, teachers reportedly are selected on the basis of extent of certification in one or more academic disciplines and a minimum of three years of teaching. The teachers operate on an itinerant basis and serve several schools per week.

Students participate in their regular programs when not receiving gifted instruction. Wednesdays are set aside for teacher conferences, planning and staff development activities.

C. Expressive Arts Centers

Two Expressive Arts Centers, staffed by five teachers, are currently serving 259 students with special talent in the areas of art, music, drama, creative writing and/or dance, enrolled in grades three through nine in the Northwest and North Central Areas of the Dade County Public School District. The curricula of the Centers is designed to allow students to express themselves using a specific creative medium. Encounters with, and demonstrations by, professional artists and musicians are also arranged.

There are no I.Q. eligibility requirements for participation in the Expressive Arts Program. Rather, students must be judged to have exceptional abilities and demonstrate talents. Placement is determined by a committee composed of the Expressive Arts staff, specialists, area administrators and the district coordinator for Gifted/Talented Programs.

There are currently no certification requirements for Expressive Arts teachers, although teachers with specific talents and varied backgrounds are favored.

Each Center is housed in an elementary school and it is the principal's responsibility to insure program acceptance by his regular staff and by staffs of feeder schools. Students are transported to the Centers one day per week.

Description of the Evaluation

Perceptions of general operational effectiveness of the programs were obtained from the following respondent classes:

A five percent sample of elementary and secondary gifted students was interviewed by a member of the evaluation staff during on-site visits to various schools and Centers. Likes and dislikes of various program features were obtained as were suggestions for program improvement. Questionnaires were distributed to all teachers of the gifted in the three programs to obtain their perceptions of various program dimensions including supportive services, funding, regular school/gifted program cooperation and general program adequacy.

In the same distribution, parent questionnaires, sufficient in number for the parents of all gifted students participating in the three programs, were given to the program teachers who then requested all students to take them home, have their parents complete them and return them to their teachers. The teachers then returned them directly to the Evaluation Studies Section via school mail. Questionnaire items sampled parents' perceptions of general program adequacy, the impact of gifted programming on their children and general satisfaction with various program dimensions.

Questionnaires were also distributed, via school mail, to a two-percent sample of regular classroom teachers in all grades in order to assess their perceptions of the Exceptional Child Gifted Program.

An evaluation was made of the degree to which selection procedures are being used to appropriately identify and include gifted students in the programs. This was accomplished by (a) determining the extent to which high-achieving students are being selected for the program on a county-wide and area-wide basis, and (b) determining the achievement characteristics of students who have been included in the program.

A determination was made of the extent to which programs for the gifted are serving students who have been identified as scoring within the top two percent of national norms on the Reading subtest of the Stanford Achievement Test. Questionnaires were sent to the parents of 5 percent sample of students in grades 1 through 9 who earned a reading score of at least 98 percent on the May, 1975 Stanford Achievement Test, but who did not appear on a gifted roster. Parents were asked to indicate if their children were ever identified or tested for possible program placement, to what extent, if any, their children actually participated in a gifted program and reasons for withdrawal from such a program if that were the case.

This evaluation did not attempt to determine the effects of gifted program participation on academic achievement. One reason that such a component was not included in this study was that it was felt that since most students in the program were already performing at or near the upper end of the achievement continuum, any changes in performance as a function of program participation would only be neglible at best and not truly indicative of program effectiveness. (It is hoped that evaluative instruments and tactics possessing greater sensitivity capabilities than those currently available will be developed in the near future and used to provide answers to such questions).

Consequently, evaluation efforts were directed at determining (1) the extent to which potentially eligible gifted students were being identified for testing (2) how closely state eligibility requirements were being followed in the district and (3) the extent to which relevant respondent classes were satisfied with various gifted program dimensions, policies, procedures, and outcomes.

Details concerning the evaluation procedures and copies of the data-gathering instruments appear in Appendix A.

CONCLUSIONS

Conclusions of the Elementary Learning Center, Secondary Resource and Expressive Arts Center program evaluations are summarized and presented in this section. Similarities and differences of findings within and among programs are indicated when appropriate.*

STUDENT CHARACTERISTICS

Most students enrolled in the Elementary Center and Secondary Resource programs are "White, Non-Hispanic" and are in grades two through six and seven through nine, respectively. Both programs contain slightly more males than females and most students have been participating for a year or less. Half of the Expressive Arts students are "White, Non-Hispanic" with slightly more "Hispanic" than "Black, Non-Hispanic" students comprising the remainder. Most of the students are in grade six, are almost equally divided male/female and most have enrolled only recently (less than six months).

INTELLIGENCE TEST SCORES

Intelligence test (I.Q.) scores of all Elementary Center and Secondary Resource students were examined and it was found that about one-fourth of the students scored below 130 and, consequently, should not have been eligible for gifted program participation according to state regulations. Additionally, many students were administered group I.Q. tests rather than individual tests as required by the state. (I.Q. tests were not routinely administered to Expressive Arts students and, therefore, no intelligence data were available).

ACHIEVEMENT TEST SCORES

Stanford Achievement Test results were examined and all elementary and junior high (7-9) students in the district scoring 98 percentile and above on Reading were identified and matched against Elementary Center and Secondary Resource gifted student rosters. Findings showed that only about 17 percent of the "high-achieving" students appeared on gifted rolls of both programs and that almost three-fourths of those not appearing were never identified or tested for possible program placement. Just over one-fourth of the Center students "tested out" as reading at or

* These conclusions represent the feelings of the responding groups; the evaluative aspects are provided as part of the "Recommendations".

above the 98th percentile. However, just under 40 percent of the remainder were reading at or below the 84th percentile while only 36 percent scored at or above the 85th percentile on all three Stanford subtests (Reading, Math Comprehension, and Math Concepts).

Just over one-fifth of the Secondary Resource students scored at or above the 98th percentile in Reading. Further, just under 40 percent of the remainder were reading at or below the 84th percentile while only 50 percent scored at or above the 85th percentile on all three subtests.

ADMISSION TO PROGRAM

Elementary and secondary regular class teachers felt extremely uninformed regarding the gifted program as did about a third of the parents of Elementary Center and Secondary Resource youngsters and a fifth of the Expressive Arts parents. (Few Center or Secondary Resource teachers said they conducted planned orientations for parents or teachers). Parents also felt uninformed of their children's test results and other findings. Eligibility requirements were not clearly explained to parents or regular class teachers nor were screening procedures clearly understood by the latter. In fact, many students that regular teachers referred for testing reportedly did not qualify for the program.

Admission criteria were generally viewed favorably by parents and Center teachers but less favorably by Secondary Resource teachers. Additionally, although parents generally expressed satisfaction with the time involved in the identification/placement process, regular class and gifted teachers did not seem as satisfied. Almost all of the Secondary Resource teachers felt their students were appropriately placed in comparison to only two-thirds of the Center teachers. All teachers felt students should demonstrate mastery of basic skills prior to program entry and that admission should be on a trial basis.

The most frequently given reasons for student withdrawal from the Centers were "parent's request" and "academic problems/home school pressure", while "disinterest/other involvements" and academic problems in the regular program accounted for most withdrawals from the Secondary Resource program.

PROGRAM DESIGN AND PROCEDURE

Most Center principals and several Center teachers felt their instructional facilities were not conducive to effective gifted programming. Most Secondary Resource teachers also expressed dissatisfaction with the size of the resource classrooms as well as their physical characteristics. Parent response was also characterized by dissatisfaction. Generally, the problem noted was one of insufficient size for numbers of students instructed.

Secondary Resource and Expressive Arts students receive gifted instruction for five hours per week while Learning Center students participate for ten hours. Although most of the parents and Secondary Resource teachers seemed satisfied with the time per week that their children participated, Center teachers were not and felt it should be increased. Regular class elementary teachers also tended to feel the time should be increased.

Parents of Secondary Resource and Expressive Arts students were more satisfied than the Center parents with the current procedure of providing part-time rather than full-time gifted instruction. Regular class teacher response to the effectiveness of resourcing students to gifted centers for two days per week was ambivalent.

The Center parents seemed more satisfied with the variety of subjects offered in the gifted program than did parents in the other two programs.

Parents tended to view gifted teachers as sufficiently qualified personnel. Center principals also viewed their gifted teachers favorably and several directly attributed the success of their programs to teacher skills and personal effectiveness.

Teachers in gifted and talented programs do not meet with students on Wednesdays. Instead, that time is intended to be used for activities such as planning, staff development and parent conferences. Planning time is also scheduled daily. Both Center and Secondary Resource teachers felt their schedules did not allow sufficient time for parent-requested conferences. This feeling was generally supported by the responses of many Secondary Resource and Expressive Arts parents, who felt that the teachers were not readily available for such conferences, but not by the Center parents, who seemed more satisfied with teacher availability.

Students participating in the gifted/talented programs are evaluated twice a year by the gifted teachers rather than at the end of their regular school's grading period. This procedure was viewed rather equivocally by the parents who seemed to favor a more conventional grading system.

Elementary Center and Expressive Arts Center students travel to and from the Centers on buses provided by the school system. While parents generally did not consider this procedure to be a limitation of the program, Center administrators and teachers recognized significant problems of logistics and indicated a need for more efficient and reliable transportation scheduling.

Although the Secondary Resource Program is reportedly an extension of the Elementary Learning Center Program, many program elements seem to be dissimilar. For instance, Secondary students are not transported to Centers, have only one gifted teacher, are exposed to fewer academic subjects and meet weekly for half the time they did while attending the Centers. When asked to what extent the transition between the two programs was seen as satisfactory, gifted teacher response was mildly unfavorable.

Each administrative area has a teacher on special assignment (TSA) for the gifted program whose functions include screening youngsters for the program and assisting program teachers in various ways. However, although most of the Secondary Resource teachers considered the TSA as a valuable resource, many Center teachers did not. Additionally, both groups of teachers felt they should be receiving more direction from area and district exceptional child personnel.

Curricula and materials are reportedly provided to gifted programs by area exceptional child administrators and are purchased from exceptional child funds provided to the district by the state. However, Center principals and both groups of teachers contended that such materials, and the funds available for their purchase, were extremely insufficient. In fact, the dearth of such essentials as classroom furniture, curricula and materials was perceived by program personnel as one of the most significant limitations of the gifted program.

Most gifted teachers felt that their students should be, but were not, receiving physical education, art and music activities conducted by appropriate instructional personnel.

PROGRAM EFFECTS

Almost all parents felt their children enjoyed being in the gifted program and most felt they were adequately stimulated. However, parents of Expressive Arts students tended to see more positive changes in their children's behavior at home as a result

of program participation than did parents of students in the other two programs.

Few regular class elementary teachers, and less than half of the secondary teachers, felt that students performed better in their regular classes as a consequence of gifted program participation. In fact, many responded unfavorably when asked if their students could "keep up" with assignments in both programs. Both groups also indicated that they generally were not satisfied with the results of the gifted program (probably due, in part, to the findings just cited).

Parents and gifted teachers also were not certain that gifted participation improved regular class performance. However, the parents generally felt their children could keep up in both programs. Additionally, both groups of gifted teachers felt their students could keep up with assignments in their regular programs although the Center teacher responses were somewhat less positive, thus suggesting possible student academic difficulties in the regular classroom.

GIFTED PROGRAM/REGULAR PROGRAM INTEGRATION

Most Center principals considered feeder school/gifted Center relations to be a major problem area. Center and Secondary Resource teachers also perceived problems and generally felt that regular class teachers were not supportive of the programs. Parents also perceived problems in this area and responded in a mixed fashion when asked if their children's regular class teachers had a favorable opinion of the gifted program and if cooperation between the two programs was "good".

The regular class teachers felt they should meet periodically with the gifted teachers, perceived current frequency of contact as extremely insufficient and felt that more feedback would help them plan more effectively for gifted students in their regular classes. The gifted teachers also felt that contact with regular teachers was insufficient.

Parents and regular class teachers generally felt that their children should have to "make up" assignments missed in their regular classes due to gifted program participation. Gifted teachers gave a mixed response with Secondary Resource teachers tending to agree and Center teachers disagreeing.

PROGRAM IMPROVEMENT

All respondent groups (students, teachers, teachers of the gifted and teachers of the Expressive Arts Program) were invited to indicate their preferred methods of improvement of the gifted programs. No concensus of opinion was apparent across groups. Students preferred more off-campus activities, i.e., field trips. Parents, also, generally favored an increase in such activities, in addition to more time spent in the gifted program. Instructional time increases in the gifted program were also recommended by many of the regular teachers, while gifted teachers requested fewer students per class. "Better qualified gifted teachers" received the lowest response from students and parents and thus seemed to be the area needing the least improvement.

RECOMMENDATIONS

The following section contains recommendations that the Planning and Evaluation Department feels are warranted based on the findings of this evaluation. It is recognized that determinations of cost-effectiveness and general feasibility will have to be made prior to adoption of any or all of these recommendations. The recommendations presented here are not necessarily in order of importance.

1. Appropriate exceptional child administrative personnel need to take steps to improve upon current screening methodology as it pertains to the identification of gifted students. One way to do this would be to develop a system in which all students in the district scoring at or above a specified level on the Stanford Achievement Test are referred automatically for intelligence testing to determine gifted program eligibility. This recommendation is not intended in any way to replace the current policy of regular school principals and teachers identifying students for testing. Rather, it is intended to serve as a supplement to such procedures by insuring that high-achieving students will not somehow fail to be "picked-up" for testing.

2. State eligibility requirements for gifted program participation need to be more closely followed by district and area Exceptional Child Directors. Consequently, it is suggested that only those students with I.Q. scores no lower than 130, earned on an individually administered intelligence test (i.e. WISC-Revised; Stanford-Binet) given by a specialist in school psychology, be considered for participation in Elementary Learning Centers and Secondary Resource Programs for the Gifted. A determination should also be made as to the extent to which students participating in the Expressive Arts Center Programs are (1) gifted according to state regulations, and (2) qualify for state gifted program monetary support.

3. Relations between gifted and general education program personnel need to be made more satisfactory. Although "open house" at the gifted Centers, visits to feeder schools by Center teachers and various types of written feedback, such as monthly newsletters, have had some degree of success, a general feeling is that communication problems between facilities are a direct consequence of the fact that Center teachers and administrative personnel have to deal with an extremely high number of feeder school personnel and parents, each with a unique set of needs. It was also found that several principals felt that their counterparts in various feeder schools considered the gifted program to be an "administrative burden" and, consequently, were not doing all they could to elicit program support from their faculties. In addition to providing inservice experiences for feeder school teachers, it is suggested that intensive gifted program orientations be conducted for feeder school principals. Other alternatives worthy of examination that might prove to attenuate communication problems include: (1) providing for the needs of gifted elementary students on a resourced basis in their own schools as is currently being done in the Secondary program and in the Learning Disabled Program (two hours daily of gifted instruction), (2) permanently transferring all youngsters who qualify for the gifted program to the school in which the program is housed, and/or (3) establishing centers designed

exclusively for the provision of full-time gifted instruction to qualified students. Naturally, these suggestions must be given careful thought to determine feasibility in terms of cost, efficacy and student well-being.

4. Parents of gifted and talented children need to be better informed of program dimensions as well as the progress of their children in such programs. It is suggested that parent orientations be conducted prior to program entry and that planned follow-up meetings be scheduled at appropriate intervals.

5. Gifted program facilities appear to be in need of improvement. It is suggested that the use of "relocatables" be considered in the elementary grades and that secondary school principals take appropriate steps to improve facilities for resourced gifted instruction.

6. Transportation to and from the Elementary Learning Center needs to be improved so that all youngsters can receive full-day gifted instruction rather than arriving late and leaving early, which is often the case.

7. Although students currently enrolled in the Expressive Arts Program do not qualify for gifted program participation according to state intelligence test regulations, it is recommended that such students continue to receive instruction in various high-talent areas. However, it is suggested that appropriate exceptional child and general education administrative personnel determine the extent to which special education services and funds should be provided for such students.

8. Physical education, art and music personnel should be required to provide instruction to students in gifted programs to the extent funds are available.

9. A general comment made by all school system personnel associated with the gifted program concerned the lack of funding that the program is experiencing. Allocations for materials, equipment and supplies for Exceptional Child Education programs for 1975-76 were made on the basis of $43.64 per full-time equivalent student (FTE) without consideration of the variances in weighting factors between the various exceptionalities. These funds were allocated to the area offices and then passed on to the schools to the various Exceptional Child programs according to identified priority needs. Hence, it is not certain that every full-time equivalent gifted student received full benefit of the $43.64 allocated. It should be noted also that there is no reasonable way to determine whether or not this amount ($43.64) is a "fair share" of the countywide allocation of material, equipment and supplies money.

   It is recommended that, beginning with 1976-77, the established FTE weighting factors be used for determining expenditures in <u>each</u> Exceptional Child Education program. Specifically, in meeting the 80% expenditure requirement of the Florida Education Finance Program (FEFP), program managers should make educationally defensible decisions as to what portion of the generated funds in the Gifted Program (at a weight of 3.0) should be spent for salaries plus employee fringe benefits and what portion of the remainder would be spent for school indirect and direct costs, including supplies, materials and equipment.

If it should become evident that the legislatively prescribed weighting factors are inequitable among the various Exceptional Child Education programs, temporary adjustments should be made at the local level, with evidence of the inequities to be used to persuade the legislature to make appropriate adjustments in the weighting factors.

10. It is suggested that future evaluations of the program be product-oriented and examine the impact of gifted programming on student achievement test scores and academic and social/emotional behavior. In order to accomplish this, evaluative instruments possessing high levels of sensitivity to such behavioral changes need to be identified and applied.

RESULTS

The following section contains the findings of the Elementary Learning Center, Secondary Resource and Expressive Arts Center evaluations. Results are presented collectively and/or by program depending on appropriateness.

Student Information for All Programs

Records show that as of October, 1975, Elementary Learning Center, Secondary Resource and Expressive Arts Program student enrollment levels were 1,239, 881, and 259, respectively. Results presented in Table 1 show that a total of 1,272 parents of these youngsters returned questionnaires. Rates of questionnaire return for each program were 59, 52, and 32 percents, respectively.

Data in the same table also show that male/female ratios are fairly even but that White, Non-Hispanic students account for about 80 percent of the enrollment in the Elementary Learning Centers and Secondary Resource Programs and about 50 percent in the Expressive Arts Program. Breakdown of grade level is also shown as is the length of time of student participation in each program (most students have been enrolled for a year or less).

Intelligence As An Eligibility Requirement

As indicated earlier, state regulations require that students participating in gifted programs be administered an individual psychological test by a specialist in school psychology and that they earn an I.Q. score of at least 130 to qualify for program admission. An examination of I.Q. scores presented in Table 2 suggests that this requirement is not being met in a large number of cases. The Wecshler Intelligence scale for Children (WISC; Wechsler), an individual test of intelligence, is apparently used widely in the district. However, about 8 percent of all elementary gifted students have not been administered the WISC but, rather, have been given group or "paper-and-pencil" I.Q. tests to determine eligibility. It should be noted that this was largely due to the fact that, in the Northwest Area, almost 40 percent of the elementary students were not administered the WISC.

About one-fourth of all elementary and secondary students attained I.Q. scores below 130 (data in this table were gathered from Elementary Learning Center and Secondary Resource Programs only. Expressive Arts students were omitted due to

the fact that I.Q. tests are not routinely administered to these youngsters nor is I.Q. a factor in determining eligibility for program participation). An examination of I.Q. score breakdown by administrative area reveals that, although violations of the guidelines are occurring in all administrative areas, the areas most in violation are Northwest and North Central.

A breakdown of WISC I.Q. scores by ethnic origin (Black, Spanish, and Other were the only labels available) was performed for all students enrolled in Elementary Gifted Centers. The results, presented in Table 3 show that about 80 percent of the students in Centers are classified as "Other" (predominantly "White", "Non-Hispanic") and that 19.8 percent of these had I.Q. scores below 130. However, a greater percentage of I.Q. scores of Black and Spanish students, each accounting for about 10 percent of the total enrollment, tended to be lower than 130 (75.8 and 28.7 percents, respectively).

Several area TSA's for the gifted and exceptional child directors were contacted and asked to explain why so many youngsters were being admitted to gifted programs without the necessary I.Q. qualifications. Reasons given were that many youngsters were admitted when screening standards were not as specific as they currently are, a certain amount of "leeway" is being allowed for certain ethnic and socio-economic minorities and that indicators other than I.Q. score (i.e. school achievement tests, academic success in the classroom) are being used to determine program eligibility.

Achievement Test Scores

A review of the May, 1975 Stanford Achievement Test scores of all youngsters in elementary and junior high (7-9) schools in the county was performed to determine the extent to which "high-achieving" students (students scoring no lower than the 98th percentile in Reading) were participating in gifted programs. The 98th percentile was selected as a cut-off point in order to identify only those students with reading scores falling in the top two percent using national norms (The WISC I.Q. cut-off of 130 also selects two percent of the national population) since it was felt that these students, more than others, were most likely to have been screened for gifted program placement. Also, it was felt that high-level reading skills would probably correlate highly with intellectual giftedness.

Results presented in Table 4 show that, of the 2,911 youngsters identified as high-achievers, only 498, or 17.1 percent, appeared on gifted rosters. Furthermore, a

review of data presented shows this to be a fairly common occurrence across all administrative areas.

Results in Table 5 show that about one-fourth of all students in both programs earned reading scores at or above the 98th percentile. Data contained in Table 6 show a percentile breakdown for all three Stanford subtests for sampled students in both programs who scored lower than the 98th percentile in reading. Results reveal that only 41 percent of the students scored at or above the 85th percentile on all three subtests, 6.3 percent scored between the 51st and the 84th percentiles on all three, while 2.7 percent scored 50th percentile and below. Further, only 61.6 percent of all students scored at or above the 85th percentile in reading (33 percent scored between the 51-84 percentiles and 5.4 percent at or below the 50th percentile).

One explanation for a low incidence of high-achiever participation in gifted programs is a perceived resistance on the part of regular class teachers to refer their gifted students for testing. This notion appears to be supported by the fact that (1) several elementary schools send none of their students to gifted Centers and (2) several gifted students who were personally interviewed reported that some of their teachers perceived gifted programs unfavorably. It was also revealed during interviews with Learning Center principals and conversations with Center and Secondary Resource teachers that many regular class teachers do not want to "lose" their top students, even for a day or two per week. Additionally, some classroom teachers seem to feel the regular school can adequately meet the needs of gifted children and that having to send these youngsters to specialized programs somehow suggests certain inadequacies in regular teachers. Another explanation for the above finding is that feeder school personnel simply may not be effectively identifying high-achieving youngsters.

In order to obtain a clearer explanation of why so many high-achievers were not on gifted rosters, an 8 percent (about 240) sample of the parents of these youngsters were sent questionnaires (see Appendix A). Results presented in Table 7 show that 139 parents responded (about 57 percent rate of return) and that most were parents of White, Non-Hispanic children. Also, about two-thirds of the children were in elementary programs and the male/female ratio was about even.

Results presented in Table 8 show that 80.6 percent of the parents were aware of the existence of the gifted program, a third were contacted by the school regarding their child's eligibility and that 27.9 percent of the children were tested for

TABLE 1

GIFTED STUDENT INFORMATION*

Student Information		Program			
		Total	Elementary Learning Centers	Secondary Resource	Expressive Arts Centers
	N	1272	731	458	83
	%	100	59.6	36.0	6.4
Male Students	%	53.1	54.2	52.1	49.4
Female Students	%	46.9	45.8	47.9	50.6
White, Non-Hispanic	%	78.0	81.4	77.9	49.4
Black, Non-Hispanic	%	8.6	7.2	8.4	22.2
Hispanic	%	11.8	8.8	13.3	28.4
Am. Indian/Alaska Native	%	0.2	0.4		
Asian/Pacific Islander	%	1.4	2.2	0.4	
Grade: K	%				
1	%	0.4	0.7		
2	%	7.1	12.5		
3	%	12.8	22.2		
4	%	12.7	21.6		6.1
5	%	14.8	23.8		18.2
6	%	15.6	19.2		69.6
7	%	12.1		32.5	4.9
8	%	16.0		44.1	1.2
9	%	7.4		20.0	
10	%	0.3		0.9	
11	%	0.6		1.8	
12	%	0.2		0.7	
Participation in Gifted Program:					
Just entered	%	32.8	22.3	43.4	65.1
About half a year	%	2.6	2.9	2.6	
About a year	%	25.0	28.6	20.8	16.9
About 2 years	%	18.5	22.1	13.2	16.8
About 3 years	%	16.2	19.5	13.6	1.2
Over 4 years	%	4.9	4.6	6.4	

*Data were obtained from Parent Questionnaires.

TABLE 2

IQ SCORES OF GIFTED STUDENTS IN ELEMENTARY LEARNING CENTERS AND SECONDARY RESOURCE PROGRAMS AS OF OCTOBER, 1975

Area	Grade Level	COMBINED IQ *							WECHSLER IQ **							OTHER IQ ***						
		All Scores			Below 130				All Scores			Below 130				All Scores			Below 130			
		N	MIQ ****	SD	N	%	MIQ	SD	N	MIQ	SD	N	%	MIQ	SD	N	MIQ	SD	N	%	MIQ	SD
NE	Elementary	302	136	6.22	16	5.3	128	0.6	301	136	6.2	16	5.3	128	0.6	1	148					
	Secondary	197	137	10.97	34	17.2	122	7.22	43	137	6.8	4	9.3	127	1.0	154	137	11.9	30	19.4	122	7.5
NW	Elementary	235	130	10.18	108	45.9	121	6.92	142	128	10.0	80	56.3	121	7.3	93	134	9.4	28	30.1	124	5.2
	Secondary	105	132	8.08	40	38.0	124	3.59	38	130	7.3	15	39.5	123	5.0	67	134	8.2	25	37.3	125	2.2
NC	Elementary	157	128	7.0	90	57.3	123	4.2	157	128	7.0	90	57.3	123	4.2							
	Secondary	93	128	10.90	50	53.7	121	7.37	11	125	7.9	8	72.7	121	4.9	82	129	11.2	42	52.9	121	7.8
SC	Elementary	149	134	7.61	28	18.7	123	4.06	145	134	7.6	27	18.6	124	4.1	4	134	9.2	1	25.0	121	0
	Secondary	122	134	9.71	34	27.8	124	3.07	63	134	8.3	19	30.1	125	2.8	59	136	11.0	15	11.8	124	3.4
SW	Elementary	265	134	8.2	37	13.9	121	9.2	265	134	8.2	37	13.9	121	9.2							
	Secondary	211	139	11.58	30	14.2	124	3.98	48	135	6.4	7	14.5	128	0.9	163	141	12.4	23	14.1	124	4.1
S	Elementary	165	132	7.0	57	34.5	126	3.2	165	132	7.0	57	34.5	126	3.2							
	Secondary	127	136	10.84	30	23.6	124	4.56	38	134	7.2	13	34.2	127	1.3	89	138	11.9	17	19.1	123	5.4
All Areas	Elementary	1273	132	8.26	336	26.3	123	5.97	1175	132	8.15	307	26.1	123	6.06	98	134	9.4	29	29.5	123	5.13
	Secondary	855	135	11.10	218	25.4	122	5.57	241	133	7.78	66	27.3	124	3.93	614	136	12.06	152	24.7	122	6.07

*Combined IQ - all IQ tests.

**Wechsler IQ - Either the Wechsler Intelligence Scale for Children or the Wechsler Adult Intelligence Scale.

***Other IQ - Any IQ test other than the Wechsler.

****MIQ - Mean IQ score.

TABLE 3

BREAKDOWN OF WISC* I.Q. SCORES OF STUDENTS
ENROLLED IN ELEMENTARY GIFTED CENTERS AS OF OCTOBER, 1975

Ethnic Origin	TOTAL			AREAS																	
				NE			NW			NC			SC			SW			S		
	In Program	Below 130		In Program	Below 130		In Program	Below 130		In Program	Below 130		In Program	Below 130		In Program	Below 130		In Program	Below 130	
		N	%		N	%		N	%		N	%		N	%		N	%		N	%
Black	112	85	75.8	6	2	33.3	21	18	85.7	62	46	74.1	6	4	66.6	8	7	87.5	9	8	88.8
Spanish	101	29	28.7	20	1	5.0	12	6	50.0	13	8	61.5	28	9	32.1	25	2	8.0	3	3	100
Other	972	193	19.8	291	13	4.4	108	57	52.7	80	34	42.5	108	14	12.9	232	29	12.5	153	46	30.0
TOTAL	1185	307	25.9	317	16	5.0	141	81	57.4	155	88	56.7	142	27	19.0	265	38	14.3	165	57	34.5

*WISC - Wechsler Intelligence Scale for Children

TABLE 4

PERCENT OF "HIGH ACHIEVING" STUDENTS* APPEARING ON ELEMENTARY LEARNING CENTER AND/OR SECONDARY RESOURCE PROGRAM GIFTED ROSTERS

	Elementary			Jr. High (7-9)			Total		
Area	High-Achievers	Gifted Rolls	Percent	High-Achievers	Gifted Rolls	Percent	High-Achievers	Gifted Rolls	Percent
N.E.	440	95	21.5	198	41	20.7	638	136	21.3
N.W.	209	29	13.8	104	19	18.2	313	48	15.3
N.C.	122	18	14.7	38	10	26.3	160	28	17.5
S.C.	210	38	18.0	153	31	20.2	363	69	19.0
S.W.	523	96	18.3	325	60	18.4	848	156	18.3
S.	361	40	11.0	228	21	9.2	589	61	10.3
ombined	1,865	316	16.9	1,046	182	17.3	2,911	498	17.1

*High Achieving Students - Students scoring no lower than the 98th percentile in Reading on the May, 1975 Stanford Achievement Test.

TABLE 5

PERCENT OF GIFTED STUDENTS ENROLLED IN ELEMENTARY LEARNING CENTERS OR SECONDARY RESOURCE PROGRAM WHO ARE "HIGH-ACHIEVERS"*

	Elementary			Jr. High (7-9)			Total		
Area	Gifted Students	High-Achievers	Percent	Gifted Students	High-Achievers	Percent	Gifted Students	High-Achievers	Percent
N.E.	289	90	31.1	130	41	31.5	419	131	31.2
N.W.	163	28	17.1	102	19	18.6	265	47	17.7
N.C.	132	19	14.3	102	10	9.8	234	29	12.3
S.C.	146	38	26.0	141	31	21.9	287	69	24.0
S.W.	267	98	37.0	243	60	24.6	510	158	30.9
S.	167	45	26.9	127	21	16.5	294	66	22.4
Combined	1,164	318	27.3	845	182	21.5	2,009	500	24.8

*High Achievers - Students scoring no lower than the 98th percentile in Reading on the May, 1975 Stanford Achievement Test

TABLE 6

PERCENT OF SAMPLED GIFTED STUDENTS*
SCORING AT VARIOUS PERCENTILE LEVELS
ON THE MAY, 1975 STANFORD ACHIEVEMENT TEST

N = 74 Elementary 38 Secondary PERCENTILE LEVEL	GRADE LEVEL	SUBTESTS							
		READING		MATH COMPREHENSION		MATH CONCEPTS		ALL SUBTESTS	
		N	%	N	%	N	%	N	%
85 Percentile and Above	Elementary	46	62.1	38	51.3	53	71.6	27	36.4
	Secondary	23	60.6	26	68.4	27	71.1	19	50.0
	Total	69	61.6	64	57.2	80	71.4	46	41.0
Between 51-84 Percentile	Elementary	23	31.1	27	36.5	15	20.3	3	4.1
	Secondary	14	36.8	9	23.7	10	26.3	4	10.5
	Total	37	33.0	36	32.1	25	22.3	7	6.3
50 Percentile and Below	Elementary	5	6.8	9	12.2	6	8.1	2	2.7
	Secondary	1	2.6	3	7.9	1	2.6	1	2.6
	Total	6	5.4	12	10.7	7	6.3	3	2.7

*Sampled gifted students - those students enrolled in elementary gifted centers (8% sample) and secondary resource programs (5% sample) who scored lower than 98th percentile in reading on the May, 1975 Stanford Achievement Test.

TABLE 7

CHARACTERISTICS OF HIGH-ACHIEVING* STUDENTS NOT APPEARING ON GIFTED ROSTERS

Parent Responses (N=139)	N	%
Male Students	69	50.7
Female Students	67	49.3
Ethnic Origin:		
White, Non-Hispanic	117	84.2
Black, Non-Hispanic	1	0.7
Hispanic	20	14.4
American Ind./Alaskan Native		
Asian/Pacific Islander	1	0.7
Grade K		
1		
2	34	24.9
3	20	14.6
4	14	10.2
5	8	5.9
6	15	10.9
7	18	13.1
8	9	6.6
9	18	13.1
10	1	0.7
11		
12		

*High Achieving - scoring no lower than the 98th percentile in reading on the May, 1975 Stanford Achievement Test.

TABLE 8

HIGH ACHIEVING* STUDENT INFORMATION

Questionnaire Items (N=139)	Yes		No	
	N	%	N	%
1. Parent Awareness of existence of gifted program	112	80.6	27	19.4
2. Parent contacted by school regarding child's eligibility	46	33.3	92	66.7
3. Child ever tested for possible placement	36	27.9	93	72.1
3a. If yes, eligible for placement	25	71.4	10	28.6
3b. If yes, placed	21	80.8	5	19.2
3c. If yes, still in program	10	45.4	12	54.6
3d. If yes, type of programming				
Elementary Gifted Center	3	27.2		
Expressive Arts Center	0	0		
Secondary Resource	4	36.4		
Other	4	36.4		
4. Child recommended but did not enter program	11	9.3	107	90.7
4a. If yes, reason for non-entry:				
Parent's decision	3	30.0		
Child's decision	3	30.0		
Other	4	40.0		
5. If child withdrawn from program, reasons:				
Difficulties in gifted program	0	0		
Graduated	2	18.2		
Did not benefit	0	0		
Regular teachers's pressure	0	0		
Unable to "keep up" with regular classes	1	9.0		
Missing out on too many home school activities	2	18.2		
Other	6	54.6		
Total	11	100		
6. Want child to be considered for placement**	73	70.1	10	9.6
7. Parents have attempted to enroll children in gifted program	9	7.6	110	92.4

* High-achieving - scoring no lower than the 98th percentile in reading on the May, 1975 Stanford Achievement Test.

** 21 parents (20.3%) answered "undecided" on Item 6.

possible placement. Seventy-one percent of those tested were found to be eligible for placement, 80 percent of those were placed and about half are still in the program. However, the important finding here is that 72.1 percent of the sample were never tested for gifted program placement. Finally, although 70 percent of the parents wanted their children to be considered for placement, only 7.6 percent have attempted to enroll them in gifted programs. (Many did not because they were unaware of their children's potentials).

EVALUATION OF THE ELEMENTARY LEARNING CENTER PROGRAM

A. PARENT RESPONSES

All parents of gifted students enrolled in Elementary Learning Centers in October and November, 1975 (time of distribution) were provided with questionnaires (see Appendix A). Many items were marked "yes" or "no" by the respondents; others provided a range of numbered alternatives. In the latter type, the questionnaire required the parents to indicate extent of agreement with a series of statements by using a numerical scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Parent responses were analyzed and the results were arranged for presentation in the following manner: Items to which the parents responded using the numerical scale were grouped under several headings describing various program dimensions. The headings were then used (1) to present numerical data in a simplified fashion and (2) to structure the narrative in such a way as to allow for the meaningful presentation of parent responses to other items on the questionnaire.

Table 9 contains parent responses to statements in which the numerical scale was used. Means (m=numerical average), standard deviations (SD=amount of dispersion in scores making up the means) and modes (*=most frequently occurring response) are shown for each item as are the percentages of parents responding with each of the five numerical alternatives. Other tables within this sub-section are self-explanatory. However, please note that, although parent responses of students in all three gifted/talented programs are contained in those tables, reference is made only to the responses of parents in the particular program being discussed (in this case, the Elementary Learning Center Program). Where no table reference is made concerning the information presented, the item appears in Table 9. In subsequent sections, reference is made to some of these earlier tables since they present the responses across all gifted programs.

TABLE 9

ELEMENTARY LEARNING CENTER PARENT RESPONSES

(N=731)

			Percent Responding to Each Choice (* = modal response)				
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	M	SD	1	2	3	4	5
I. ADMISSION TO PROGRAM							
a. School personnel adequately informed me of the nature and purpose of the gifted program. (1)	3.29	1.29	11.8	22.3	6.1	*44.1	15.7
b. The amount of time it took to identify my child as gifted and place him (her) in a gifted program seemed reasonable. (2)	3.58	1.18	10.9	9.2	5.9	*58.3	15.8
c. My child's test results and other findings were adequately explained to me. (3)	2.55	1.37	29.4	*29.7	7.0	24.4	9.6
d. The criteria my child had to meet to qualify for the gifted program were clearly explained to me. (5)	2.79	1.34	20.2	*31.7	7.0	31.0	10.2
e. The criteria my child had to meet to qualify for the gifted program are reasonable and fair. (8)	3.63	0.77	0.8	2.8	39.2	*45.2	11.6
II. PROGRAM DESIGN AND PROCEDURE							
a. The gifted program's instructional facilities are adequate. (4)	3.30	0.98	4.9	13.5	33.7	*40.1	7.5
b. My child is exposed to a sufficient variety of subjects in the gifted program. (6)	3.88	0.81	1.4	4.1	18.9	*56.2	19.5
c. The amount of time per week that my child spends in the gifted program is sufficient. (7)	3.46	1.08	7.8	11.7	18.4	*50.5	11.7
d. The gifted teacher is readily available if I request a conference. (11)	3.95	0.83	0.7	1.6	25.2	*44.9	27.4
e. Gifted program teachers keep me adequately informed of my child's progress. (13)	2.89	1.15	11.1	*32.4	19.2	30.5	6.8
f. The gifted teachers I know are sufficiently qualified to teach gifted children. (14)	3.81	0.83	0.9	2.0	34.5	*40.5	22.1
g. Transportation provided by the gifted program is adequate. (16)	3.81	1.02	6.0	4.7	13.0	*54.1	22.1
h. My child needs specialized instruction not found in the regular school program. (19)	3.36	1.21	6.2	22.7	20.5	*30.0	20.7
i. My child receives a sufficient amount of attention in the gifted program. (21)	3.71	0.81	0.7	5.0	32.1	*46.4	15.8
j. The grading procedure used in the gifted program is adequate. (22)	3.40	0.92	3.2	11.5	36.6	*38.6	10.1
k. I am satisfied with the procedure of providing gifted instruction to my child on a part-time rather than a full-time basis. (26)	3.28	1.21	10.8	16.1	22.0	*35.9	15.3
III. PROGRAM EFFECTS							
a. I can see positive changes in my child at home as a result of participation in the gifted program. (10)	3.60	1.03	2.0	13.3	26.8	*36.5	21.2
b. My child is able to "keep up" with lessons in his regular class. (12)	4.14	0.79	1.1	2.5	8.2	*56.2	31.8
c. My child performs better in his regular class as a result of participation in the gifted program. (15)	3.36	0.90	3.1	9.1	*47.0	29.6	11.1
d. My child is able to "keep up" with lessons in the gifted program. (17)	4.00	0.67	0.6	1.4	14.9	*63.0	20.1
e. My child enjoys being in the gifted program. (20)	4.47	0.72	0.8	1.2	5.3	34.9	*57.8
f. The gifted program adequately stimulates and motivates my child. (23)	3.99	0.84	0.3	6.1	16.2	*48.5	28.9
IV. GIFTED PROGRAM/REGULAR PROGRAM INTEGRATION							
a. My child's regular class teachers have a favorable opinion of the gifted program. (9)	3.31	1.00	5.9	11.3	*38.7	33.8	10.3
b. Cooperation between my child's gifted and regular class teachers seems to be good. (18)	3.21	0.98	7.7	9.8	*43.5	31.5	7.4
c. Regular class teachers expect my child to make up work that was missed while he/she was receiving gifted instruction. (24)	3.82	1.00	2.4	11.2	12.8	*49.2	24.4
d. I feel that my child should make up work that was missed while he/she was receiving gifted instruction. (25)	3.71	1.09	3.8	14.3	13.1	*44.7	24.1

Note: Row percent scores may not total 100 percent due to rounding error.

Admission to Program

Five items were grouped in this category and the general parent response was mixed. Although almost 60 percent agreed that they were adequately informed of the nature and purpose of the gifted program by school personnel, more than a third did not. Data contained in Table 10 reveal that 60 percent of the parents of elementary gifted students were not informed of a parent orientation meeting prior to placement of their children in the gifted program. While most parents (74.1 percent) felt that the time involved in identifying and placing their children in gifted programs was reasonable, only 34 percent agreed that they received an adequate explanation of their children's test results (29.7 percent "disagreed" and 29.4 percent "strongly disagreed"). Similarly, while 56.8 percent felt the criteria for admission to the program were reasonable and fair (39.2 percent were "undecided"), over half the parents felt those criteria were not clearly explained to them.

Program Design and Procedure

Eleven items were grouped here and most were responded to favorably. Most parents felt that their children were exposed to a sufficient variety of subjects in the gifted program (56.2 percent "agreed" and 19.5 percent "strongly agreed") and that the amount of time their children spent in the program was sufficient (62.2 percent responded favorably while 19.5 percent did not). However, although more than 70 percent felt the gifted teachers were readily available for parent conferences, only 37.3 percent felt adequately informed of their children's progress with 32.4 percent answering "disagree" and 11.1 percent "strongly disagree". Data contained in Table 11 reveal that almost 75 percent of the parents have visited the gifted program and that, as a result, their understanding of the program increased. Results in Table 12 suggest that parents are slightly more aware of the names of their children's regular class teachers in comparison to the gifted teachers. Data presented in Table 13 reveal that while 17.6 percent of the parents felt they received more feedback from their children's gifted teachers in comparison to their regular class teachers, 36.7 percent felt just the opposite (45.7 percent reported that they received the same amount from both types of teachers). Although a third of the parents were "undecided", over 60 percent were satisfied with the qualifications of the gifted teachers. A favorable number of parents also felt that their

children were receiving a sufficient amount of attention in the gifted program (46.4 percent "agreed" and 15.8 percent "strongly agreed"). Satisfaction with the grading procedure used in the program was limited (36.6 percent were undecided while 48.7 percent answered favorably). Results presented in Table 14 indicate that over half the parents felt their children were receiving more individualized attention in the gifted program when compared to the regular one while only 9.2 percent reported just the opposite. Over 70 percent felt that transportation provided by the program was adequate. However, less than half the parents felt the program's instructional facilities were adequate (more than half were "undecided" or did not agree). While just over 50 percent felt their children needed specialized instruction not found in the regular school program, nearly 30 percent did not (20.5 percent were "undecided"). Similarily, while 51.2 percent were satisfied with their children receiving part-time, rather than full-time, gifted instruction, 26.9 percent were not (22 percent were "undecided").

Program Effects

Six items were grouped here and most were responded to favorably by the parents. Although 26.8 percent were "undecided", 57.7 percent perceived positive changes in their children's behavior at home as a result of gifted program participation. However, data contained in Tables 15 and 16 reveal only limited, although generally positive, changes in relationships with friends and siblings (i.e., "better able to make friends", "more admired by siblings"). Over 75 percent of the parents felt their children were being adequately stimulated and motivated in the gifted program and more than 80 percent felt their children were able to "keep up" with lessons in both the gifted and regular programs. Also, although 47 percent were "undecided", 40.7 percent felt their children performed better in their regular programs as a result of gifted program participation.

The most favorable rating on this section of the questionnaire was given to the statement, "My child enjoys being in the gifted program" (34.9 percent and 57.8 percent responded "Agree" and "Strongly Agree", respectively).

Parents were also questioned as to whether their children ever participated in Youth Fair. The results, presented in Table 17, indicate that only 27.5 percent of the students participated and that virtually all enjoyed this experience.

Gifted Program/Regular Program Integration

Four items were grouped here and received generally mixed ratings. Although over 38 percent of the parents were "undecided", 44.1 percent felt that their childrens' regular class teachers had a favorable opinion of the gifted program. Similarly, while 43.5 percent were "undecided", 38.9 percent perceived good cooperation between the two classes of teachers. The parents also felt that their children should be required to make up assignments missed in the regular class while they were receiving gifted instruction (over 68 percent "agreed") and that the regular teachers expected it of them (over 70 percent saw this to be the case).

Finally, data presented in Table 18 reveal that, although 61 percent of the parents are aware of community advisory organizations, only 17.4 percent attend group meetings. However, more than half of the parents (56.7 percent) attend gifted parent group meetings and 250 parents were interested in becoming active in such groups (296 parents were not interested).

Program Improvement

The parents were asked to select one of six suggestions for improvement of the gifted program. The data presented in Table 19 show that "more gifted instructional time" received the greatest parent response (23.1 percent). Almost 20 percent of the parents selected "fewer students per gifted class" while 18.4 percent indicated "no changes". Only 3.5 percent suggested "better qualified gifted teachers" while 13.4 percent wanted "more off-campus activities". Twenty-two percent of the parents checked "other" and wrote in responses. A review of written comments showed that many parents checked "other" and said they did not know enough about the program to comment. Two suggestions indicated by a considerable number of parents were "better cooperation between regular and gifted program teachers" and the "offering of more accelerated subject matter". Other comments included better equipment and materials, more feedback from gifted teachers and a full-time gifted program.

TABLE 10

PERCENT OF PARENTS WHO WERE INFORMED OF A PARENT ORIENTATION MEETING PRIOR TO STUDENT PLACEMENT IN THE GIFTED PROGRAM (31Q)

Informed	Parents							
	Total		Elementary Centers		Secondary Resource		Expressive Arts	
	N	%	N	%	N	%	N	%
Yes	425	34.2	284	39.8	127	28.3	14	16.9
No	818	65.8	428	60.2	321	71.7	69	83.1

TABLE 11

PARENT VISITS TO THE GIFTED PROGRAM (10, 11, 12Q)

Programs	Parent visits				Did visits increase understanding of program?					
	Yes		No		Yes		Undecided		No	
	N	%	N	%	N	%	N	%	N	%
Elementary Centers	525	73.6	191	26.4	433	79.3	71	13.0	42	7.7
Secondary Resource	184	40.5	270	59.5	142	69.6	36	17.7	26	12.7
Expressive Arts	12	14.5	71	85.5	16	59.3	9	33.3	2	7.4
TOTAL	721	57.5	532	42.5	591	76.1	116	14.9	70	9.0

TABLE 12

PARENT FAMILIARITY WITH TEACHERS (24, 25Q)

Knows Teacher's Name		Parents							
		Total		Elementary Centers		Secondary Resource		Expressive Arts	
		N	%	N	%	N	%	N	%
Gifted teacher(s)	yes	1057	84.2	625	86.6	363	80.5	69	83.1
	no	199	15.8	97	13.4	88	19.5	14	16.9
Regular teacher(s)	yes	1121	89.2	707	97.4	336	75.0	78	94.0
	no	136	10.8	19	2.6	112	25.0	5	6.0

TABLE 13

AMOUNT OF FEEDBACK FROM GIFTED TEACHERS (13Q)

Amount of Feedback	Parents							
	Total		Elementary Centers		Secondary Resource		Expressive Arts	
	N	%	N	%	N	%	N	%
More than from regular teachers	180	16.2	114	17.6	59	14.9	7	10.3
As much as from regular teachers	561	50.4	296	45.7	230	57.9	35	51.5
Less than from regular teachers	372	33.4	238	36.7	108	27.2	26	38.2

TABLE 14

AMOUNT OF INDIVIDUALIZED ATTENTION STUDENTS RECEIVE IN THE GIFTED PROGRAM (14Q)

Amount of Attention	Parents							
	Total		Elementary Centers		Secondary Resource		Expressive Arts	
	N	%	N	%	N	%	N	%
More than in regular program	615	57.6	310	52.8	261	63.7	44	62.9
As much as in regular program	379	35.6	223	37.9	134	32.6	22	31.4
Less than in regular program	73	6.8	54	9.3	15	3.7	4	5.7

TABLE 15

EFFECTS OF GIFTED PROGRAM PARTICIPATION ON RELATIONSHIPS WITH FRIENDS (22, 23 Q)

	Parents							
	Total		Elementary Centers		Secondary Resource		Expressive Arts	
Any Effects?	N	%	N	%	N	%	N	%
Yes	238	19.3	146	20.7	74	16.6	18	21.7
No	700	56.7	376	53.4	274	61.3	50	60.2
Undecided	296	24.0	182	25.9	99	22.1	15	18.1

Types of Effects		Parents							
		Total		Elementary Centers		Secondary Resource		Expressive Arts	
		N	%	N	%	N	%	N	%
Fewer friends	yes	14	1.1	10	1.4	3	0.7	1	1.2
	no	1256	98.9	719	98.6	455	99.3	82	98.8
More friends	yes	164	12.9	100	13.7	54	11.8	10	12.0
	no	1106	87.1	629	86.3	404	88.2	73	88.0
More envied by friends	yes	69	5.4	44	6.0	20	4.4	5	6.0
	no	1201	94.6	685	94.0	438	95.6	78	94.0
Better able to make friends	yes	159	12.5	104	14.3	43	9.4	12	14.5
	no	1111	87.5	625	85.7	415	90.6	71	85.5
Less able to make friends	yes	15	1.2	12	1.6	2	0.4	1	1.2
	no	1255	98.8	717	98.4	456	99.6	82	98.8
More admired by friends	yes	125	9.8	78	10.7	34	7.4	13	15.7
	no	1145	90.2	651	89.3	424	92.6	70	84.3
Other.	yes	58	4.6	40	5.5	17	3.7	1	1.2
	no	1212	95.4	689	94.5	441	96.3	82	98.8

TABLE 16

EFFECTS OF GIFTED PROGRAM PARTICIPATION ON RELATIONSHIP WITH SIBLINGS. (26, 27Q)

Any Effects?	Parents							
	Total		Elementary Centers		Secondary Resource		Expressive Arts	
	N	%	N	%	N	%	N	%
Yes	243	20.5	165	24.1	66	15.5	12	15.6
No	804	67.6	433	63.2	315	73.7	56	72.7
Undecided	142	11.9	87	12.7	46	10.8	9	11.7

Types of Effects		Parents							
		Total		Elementary Centers		Secondary Resource		Expressive Arts	
		N	%	N	%	N	%	N	%
More admired by siblings	yes	105	8.3	61	8.4	34	7.4	10	12.0
	no	1165	91.7	668	91.6	424	92.6	73	88.0
More envied by siblings	yes	75	5.9	53	7.3	21	4.6	1	1.2
	no	1195	94.1	676	92.7	437	95.4	82	98.8
"Bossier" with siblings	yes	59	4.6	43	5.9	11	2.4	5	6.0
	no	1211	95.4	686	94.1	447	97.6	78	94.0
More tolerant of siblings	yes	73	5.7	48	6.6	20	4.4	5	6.0
	no	1197	94.3	681	93.4	438	95.6	78	94.0
Less tolerant of siblings	yes	30	2.4	19	2.6	9	2.0	2	2.4
	no	1240	97.6	710	97.4	449	98.0	81	97.6
Other	yes	42	3.3	23	3.2	16	3.5	3	3.6
	no	1228	96.7	706	96.8	442	96.5	80	96.4

TABLE 17

GIFTED STUDENT PARTICIPATION IN YOUTH FAIR (28, 29Q)

Parents	Participation				Enjoyment, If "yes"			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Elementary Centers	200	27.5	526	72.5	197	99.5	1	0
Secondary Resource	170	37.9	279	62.1	160	95.3	8	4.7
Expressive Arts	6	7.2	77	92.8	6	100	0	0
TOTAL	376	29.9	882	70.1	363	97.7	9	2.3

TABLE 18

PARENT AWARENESS OF, AND PARTICIPATION IN, COMMUNITY ADVISORY AND GIFTED PARENT GROUPS (15-18Q)

Parent Participation		Parents							
		Total		Elementary Centers		Secondary Resource		Expressive Arts	
		N	%	N	%	N	%	N	%
Aware of community advisory organizations	yes	706	57.6	434	61.0	242	54.9	30	40.5
	no	520	42.4	277	39.0	199	45.1	44	59.5
Attend community advisory group meetings	yes	185	15.1	124	17.4	57	13.1	4	5.0
	no	1041	84.9	588	82.6	377	86.9	76	95.0
Attend gifted parent group meetings	yes	592	48.4	403	56.7	178	41.3	11	13.4
	no	632	51.6	308	43.3	253	58.7	71	86.6
Interested in becoming active in such groups	yes	390	41.1	250	45.7	121	54.5	19	30.1
	no	558	58.9	296	54.3	101	45.5	44	69.9

TABLE 19

PARENT RESPONSES FOR IMPROVING THE GIFTED PROGRAM (30Q)

Program Improvement	Parents							
	Total		Elementary Centers		Secondary Resource		Expressive Arts	
	N	%	N	%	N	%	N	%
More gifted instructional time	237	19.9	158	23.1	74	17.3	5	6.6
Fewer students per gifted class	168	14.1	134	19.6	32	7.4	2	2.6
Better qualified gifted teachers	42	3.5	24	3.5	17	3.9	1	1.3
More off-campus activities	202	16.9	92	13.4	92	21.3	18	23.7
No changes	274	23.0	126	18.4	110	25.5	38	50.0
Other	269	22.6	151	22.0	106	24.6	12	15.8

B. ELEMENTARY LEARNING CENTER TEACHER RESPONSES

Questionnaires were provided to all Elementary Center teachers during distribution of the parent questionnaires (see Appendix A). Again, a 5-point numerical scale was used to obtain the extent of teacher agreement with various statements regarding the gifted program. These and other responses to various questionnaire items are treated and presented in a fashion similar to that of the parent data (the headings presented in Table 20 correspond to those in the narrative and serve as a framework in which other teacher data are presented).

Admission to Program

One of the six items grouped here was responded to disturbingly negatively. Although just over one-fourth of the teachers felt the time involved in identifying and placing gifted students was reasonable, 46.6 percent disagreed (26.7 percent were "undecided"). While most teachers felt that admission criteria were appropriate (63.3 percent agreed) and that most of their students were appropriately placed (66.7 percent agreed), substantial percentages disagreed (33.4 and 23.3, respectively). Data presented in Table 21 reveal that the majority of elementary teachers (63.4 percent) felt that children should not be admitted to the gifted program before grade two. At present, kindergarten children are eligible. Also, most teachers (73.4 percent) felt that the minimum I.Q. a student should have to be admitted to the program should be 130 (see Table 22 for results). State guidelines also recommend this figure. However, an examination of the I.Q. scores of all students in the elementary gifted program as of October, 1975, presented earlier in Table 22, shows that 26.6 percent of the students had I.Q.'s below 130.

According to data presented in Table 23, elementary teachers felt that an average of 10 students per program should not be participating. The most common reason given for this was that students were "just not gifted" and could not "keep up" in the program (see Table 24 for a complete breakdown of reasons indicated).

Table 25 contains the number of students who withdrew from the gifted program during a one-year period and reasons for withdrawal. Data reveal that 352 elementary students withdrew from the program during the year. Although 39 percent either moved or could not be classified, data show that parent requests accounted for 19.4 percent and that 18.2 percent resulted from academic problems and pressures in the youngsters' "home schools".

TABLE 20

ELEMENTARY LEARNING CENTER TEACHER RESPONSES

(N=30)

			Percent Responding to Each Choice (* = modal response)				
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	M	SD	1	2	3	4	5
I. ADMISSION TO PROGRAM							
a. The time it takes to identify students as gifted and assign them to the program seems reasonable. (2)	2.59	1.19	23.3	23.3	26.7	23.3	3.3
b. Almost all students in my program are appropriately placed. (8)	3.46	1.27	13.3	10.0	10.0	*50.0	16.7
c. Almost all students in my program have a sufficient command of basic skills. (12)	3.26	1.17	6.7	26.7	10.0	*46.7	10.0
d. Students should be admitted to gifted programs on a trial basis. (14)	3.50	1.43	16.7	10.0	6.7	*40.0	26.7
e. Students should demonstrate mastery of basic skills at appropriate levels in order to be eligible for the gifted program. (16)	4.33	0.88	0	6.7	6.7	33.3	*53.3
f. The criteria a student must meet to qualify for the gifted program are reasonable and appropriate. (17)	3.26	1.11	6.7	26.7	3.3	*60.0	3.3
II. PROGRAM DESIGN AND PROCEDURE							
a. Parents receive sufficient feedback regarding the progress of their children in my program. (4)	3.50	1.00	3.3	16.7	16.7	*53.3	10.0
b. The amount of time per week that my students receive gifted instruction is sufficient. (11)	2.56	1.40	*30.0	26.7	10.0	23.3	10.0
c. Implementation of team-teaching techniques in elementary learning centers for the gifted seems to be adequate. (15)	3.23	1.10	10.0	13.3	26.7	*43.3	6.7
d. My schedule allows me to be readily available if a parent requests a conference. (18)	3.13	1.27	6.7	40.0	0	*40.0	13.3
e. The goals of my gifted program are clear-cut and easily understandable. (19)	3.79	0.99	3.3	10.0	10.0	*56.7	20.0
f. I am adequately able to measure student progress in my gifted program. (20)	3.59	0.81	3.3	3.3	30.0	*56.7	6.7
g. The transition from the elementary to the junior high gifted program is generally satisfactory. (21)	2.92	0.71	3.6	17.9	*60.7	17.9	0
III. PROGRAM FACILITIES, MATERIALS, SUPPORT							
a. My program's instructional facilities are adequate. (5)	3.33	1.64	23.3	13.3	6.7	20.0	*36.7
b. The amount of money available to me for purchase of curricula and materials is sufficient. (10)	1.83	1.17	*56.7	23.3	0	20.0	0
c. The Area TSA for the gifted is a valuable resource to me. (13)	3.13	1.40	10.0	*33.3	16.7	13.3	26.7
d. The curricula and materials provided to my gifted program are adequate. (23)	2.24	1.21	31.0	*41.4	3.4	20.7	3.4
IV. PROGRAM EFFECTS							
a. My students are able to "keep up" with lessons in their regular classes. (6)	3.53	0.73	0	10.0	30.0	*56.7	3.3
b. Participation in the gifted program improves student performance in the regular classroom. (9)	3.56	1.00	3.3	3.3	*50.0	20.0	23.3
V. GIFTED PROGRAM/REGULAR PROGRAM INTEGRATION							
a. My gifted unit is a well-received part of the general program at my school. (1)	3.36	1.15	6.7	20.0	16.7	*43.3	13.3
b. My student's regular class teachers are supportive of the gifted program. (3)	2.63	0.88	6.7	*43.3	30.0	20.0	0
c. The amount of contact I have with my student's regular class teachers is sufficient. (7)	2.23	0.77	10.0	*66.7	13.3	10.0	0
d. My gifted students should be expected to make up assignments they missed in their regular classes due to involvement in the gifted program. (22)	2.44	1.29	24.1	*41.4	10.3	13.8	10.3

Note: Row percent scores may not total 100 percent due to rounding error.

Data presented in Table 26 reveal that 56.6 percent of the teachers ranked "academic difficulties in home school" as the principal reason for student withdrawal from the program. Eighty-six percent of the teachers felt students should demonstrate mastery of basic skills to be eligible for the program while only 56.7 percent felt their students displayed such mastery (33.4 percent felt the opposite). Finally, two-thirds of the teachers felt students should be admitted on a trial basis while 26.7 percent did not.

Program Design and Procedure

Seven items were grouped here and several were responded to favorably. Nearly two-thirds of the teachers felt that parents received sufficient feedback regarding their children's progress in the program (20 percent disagreed). However, a sharp difference of opinion was seen regarding the extent to which teachers' schedules permitted time for parents requesting conferences (53.3 percent answered favorably while 46.7 percent did not). Results in Table 27 show that the elementary teachers currently have an average of seven hours of planning time per week but feel approximately thirteen hours are necessary. Data in Table 28 show that only a third of the teachers provided a planned orientation for parents of gifted children and regular class teachers and only 13.3 percent provided one for the students.

Only one-third of the teachers felt the time per week that their students received gifted instruction was sufficient while 56.7 percent felt the opposite. Results presented in Table 29 reveal that the teachers felt students should be receiving gifted instruction for almost 18 hours per week, several more than the current two-days per week arrangement. Also, according to results presented in Table 30, most teachers (51.7 percent) felt that students should begin coming to the gifted program during the third week after school opens in September. Half the teachers felt that the implementation of team-teaching techniques in the program was adequate (23.3 percent disagreed) and over three-fourths felt that program goals are clear-cut and easily understandable. Also, most teachers (63.4 percent) felt they could adequately measure student progress in the program (30 percent were "undecided"). Results presented in Table 31 show that the teachers are implementing various principles of curriculum in their programs such as subject-related, process-oriented, doing-centered, open-ended application and student-selected. Data contained in Table 32 show that 66.7 percent of the teachers are currently implementing both basic-skills and special-elements instruction while one-third are implementing only special elements. However, results presented in Table 33 reveal that only 36.7 percent of the teachers feel that both basic-skills and special-elements instruction should be implemented while 63.3 indicated only special elements should be emphasized.

Finally, another split of opinion occurred regarding the extent to which the transition from the elementary to the secondary gifted program was satisfactory. Almost 18 percent agreed that it was, 21.5 percent did not and 60.7 percent were "undecided".

Program Facilities, Materials, Support

The four items grouped here were responded to in a generally mixed fashion. Although 56.7 percent of the teachers felt their instructional facilities were adequate, 36.6 percent disagreed (23.3 "strongly disagreed"). Only 20 percent felt the amount of money available to them for purchase of curricula and materials was sufficient while 23.3 percent "disagreed" and 56.7 percent "strongly disagreed". Similarly, less than 25 percent felt that curricula and materials supplied to the program were adequate while 72.4 percent said they were not.

Results presented in Table 34 show that only 17.2 percent of the elementary teachers feel a county-wide gifted curriculum is needed. However, data contained in Table 35 shows that although 72.4 percent of the teachers are not provided with physical education, art and music services by appropriate personnel, 80 percent feel such services should be provided.

The teachers were split as to the value of the area teacher on special assignment (TSA) for the gifted. Forty-three percent did not feel the TSA was a valuable resource while 40 percent did. Results presented in Table 36 show a median score of 18 TSA visits to the elementary gifted program last year. However, while 50 percent of the teachers indicated that they would like weekly visits by the TSA, almost one-fourth indicated "bi-weekly", 6.7 percent chose "monthly" and one teacher (3.3 percent) checked "never" (see Table 37 for a complete breakdown of responses). Results shown in Table 38 reveal that 45.5 percent of the teachers felt the TSA could best be used in the screening of gifted students. Two other responses checked by 27.3 percent of the teachers were "provide in-service for regular teachers" and "provide materials to gifted teachers". According to results presented in Table 39, 60 and 57.1 percent, respectively, of the teachers felt they received sufficient directions from area and district exceptional student personnel.

Finally, results shown in Table 40 reveal that public school transportation is seldom used by the teachers for field trips but that when it is, it generally takes from one to three weeks to obtain it and generally does not pose a problem that cannot be overcome by planning.

Program Effects

Two items were grouped here and received mixed teacher response. Sixty percent (30 percent answered "undecided") said students were able to "keep up" with their lessons in their regular classes while 43.3 percent felt that participation in the gifted program improved student performance in the regular classroom (50 percent were "undecided").

Gifted Program/Regular Program Integration

Most of the four items grouped here received generally unfavorable responses. Only fifty-six percent of the teachers felt their programs were a well-received part of the general school program (26.7 percent did not) and only 20 percent felt their students' regular class teachers were supportive of the program (30 percent were "undecided" while 50 percent disagreed). Similarly, only 10 percent felt the amount of contact they had with their students' regular class teachers was sufficient (76.1 percent did not). Finally, only 24.1 percent felt their students should be expected to make up assignments missed in the regular program due to gifted program involvement (65.5 percent felt the opposite).

Program Improvement

The teachers were asked to select one of six suggestions for improvement of their programs. Results shown in Table 41 indicate that the greatest number of teachers (44.8 percent) chose "fewer students per class". "More instructional time for each gifted pupil" was chosen by 31 percent while 6.9 percent checked "extra personal training in instruction of gifted". Seventeen percent chose "other" and wrote in suggestions such as "a management plan" and "adequate funding".

TABLE 21

EARLIEST GRADE THAT STUDENTS SHOULD BE ADMITTED TO THE GIFTED PROGRAM (15Q)

Grade Admitted	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
K	9	22.0	3	10.0	6	54.5
1	6	14.6	4	13.3	2	18.2
2	20	48.8	19	63.4	1	9.1
3	5	12.2	4	13.3	1	9.1
4	0	0	0	0	0	0
5	1	2.4	0	0	1	9.1
6	0	0	0	0	0	0
Above 6	0	0	0	0	0	0

TABLE 22

MINIMUM IQ A STUDENT MUST HAVE TO BE ADMITTED TO THE GIFTED PROGRAM (17Q)

Teachers of the Gifted	130 & Above		125-129		120-124		Below 120	
	N	%	N	%	N	%	N	%
Elementary Centers	22	73.4	5	16.6	3	10.0	0	0
Secondary Resource	5	55.6	2	22.2	2	22.2	0	0
TOTAL	27	69.2	7	18.0	5	12.8	0	0

TABLE 23

NUMBER OF STUDENTS GIFTED TEACHERS FEEL SHOULD NOT BE PARTICIPATING IN THE GIFTED PROGRAM (33Q)

Teachers of the Gifted	N	M	SD
Elementary Centers	29	10.06	17.86
Secondary Resource	9	3.33	5.09
TOTAL	38	8.47	15.98

TABLE 24

PERCENT OF GIFTED TEACHERS ASSIGNING A "1" RANKING TO REASONS WHY STUDENTS SHOULD NOT BE PARTICIPATION IN THE PROGRAM (34Q)

Reasons	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
Student is not gifted/can't "keep up" in my program	14	43.7	12	44.5	2	40.0
Student is gifted/can't "keep up" in my program	11	34.4	9	33.3	2	40.0
Student is gifted/behavior problem	5	15.6	4	14.8	1	20.0
Student is gifted/can't "keep up" in home school	2	6.3	2	7.4	0	0
TOTAL assigning "1"	32	100	27	100	5	100

TABLE 25

CLASSIFICATION OF GIFTED STUDENT WITHDRAWAL FROM THE ELEMENTARY AND SECONDARY RESOURCE PROGRAM FROM SEPTEMBER, 1974 - OCTOBER, 1975

Reasons for Withdrawal	Grade Level	AREAS													
		Total		NE		NW		NC		SC		SW		S	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Disinterest/Other Involvement	Elem.	56	15.9	17	16.6	24	22.8								
	Sec.	89	24.9	18	48.7	12	26.6			15	40.5				
Gifted Teacher Requested	Elem.	10	2.8	1	0.9	9	8.6					19*	51.3*	40	42.2
	Sec.														
Academic Problem/ Gifted Program	Elem.	5	1.4	3	2.9										
	Sec.	43	12.1	2	5.4	16	35.5	15	13.6					2	4.2
Academic Problem/ Home School Pressure	Elem.	64	18.2	17	16.6	12	11.5	4	8.7	2	5.4	13*	100*	10	10.6
	Sec.	55	15.5	10	27.0	6	13.4	16	14.5			18*	48.7*	16	33.3
Health	Elem.	4	1.1	4	3.8									5	5.2
	Sec.	1	0.2	1	2.7										
Bus or Schedule Problem	Elem.	2	0.5					1	2.1					1	2.0
	Sec.	39	10.9	1	2.7			3	2.8	17	51.5			18	18.9
Parent Request	Elem.	68	19.4	24	23.4	9	8.6	8	17.4	12	32.5			15	31.3
	Sec.	38	10.7			1	2.3	16	14.5	14	42.5			7	7.3
Moved/No Show	Elem.	131	37.3	29	28.1	47	44.7	33	71.8	8	21.6			14	29.2
	Sec.	86	24.0	4	10.8	5	11.1	60	54.6	2	6.0			15	15.8
Undetermined	Elem.	12	3.4	8	7.7	4	3.8								
	Sec.	6	1.7	1	2.7	5	11.1								
TOTAL	Elem.	352	100	103	100	105	100	46	100	37	100	13	100	48	100
	Sec.	357	100	37	100	45	100	110	100	33	100	37	100	95	100

TABLE 26

PERCENT OF GIFTED TEACHERS ASSIGNING A "1" RANKING TO REASONS FOR STUDENT WITHDRAWAL FROM GIFTED PROGRAMS (29Q)

Reasons for Withdrawal	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
Moved out of area	15	39.5	13	43.4	2	25.0
Academic difficulties in gifted program	3	7.8	0	0	3	37.5
Academic difficulties in home school	20	52.7	17	56.6	3	37.5
Behavior problems in gifted program	0	0	0	0	0	0
Behavior problems in home school	0	0	0	0	0	0
TOTAL assigning "1"	38	100	30	100	8	100

TABLE 27

NUMBER OF HOURS OF PLANNING TIME PER WEEK AND THE NUMBER NECESSARY (21, 22Q)

Hours of Planning Time	Total			Elementary Centers			Secondary Resource		
	N	M	SD	N	M	SD	N	M	SD
Now Have	41	6.46	3.72	30	6.96	4.02	11	5.09	2.38
Hours Necessary	40	12.22	8.11	30	13.29	8.89	10	9.00	3.91

TABLE 28

PERCENT OF GIFTED TEACHERS PROVIDING A PLANNED ORIENTATION FOR PARENTS AND REGULAR CLASS TEACHERS AND A PRE-ENTRANCE ORIENTATION FOR GIFTED STUDENTS (41, 42, 44Q)

Orientation		Teachers of the Gifted					
		Total		Elementary Centers		Secondary Resource	
		N	%	N	%	N	%
Parents	yes	13	31.7	10	33.3	3	27.3
	no	28	68.3	20	66.7	8	72.7
Regular Teachers	yes	13	32.5	10	33.3	3	30.0
	no	27	67.5	20	66.7	7	70.0
Gifted Students	yes	9	22.5	4	13.3	5	50.0
	no	31	77.5	26	86.7	5	50.0

TABLE 29

HOURS PER WEEK GIFTED STUDENTS SHOULD RECEIVE INSTRUCTION (16Q)

		Teachers of the Gifted		
		Total	Elementary Centers	Secondary Resource
Hours per Week	N	39	28	11
	M	15.2	17.92	8.27
	SD	9.46	9.24	5.98

TABLE 30

HOW SOON AFTER OPENING OF SCHOOL GIFTED CLASSES SHOULD BEGIN (45Q)

Weeks	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
During week 1	2	5.1	0	0	2	20.0
2	12	30.8	8	27.7	4	40.0
3	17	43.6	15	51.7	2	20.0
4	2	5.1	1	3.4	1	10.0
After 4	6	15.4	5	17.2	1	10.0

TABLE 31

PERCENT OF GIFTED TEACHERS IMPLEMENTING VARIOUS PRINCIPLES OF CURRICULUM (48Q)

Principles of Curriculum		Teachers of the Gifted					
		Total		Elementary Centers		Secondary Resource	
		N	%	N	%	N	%
Subject-related	yes	36	90.0	29	96.7	7	70.0
	no	4	10.0	1	3.3	3	30.0
Process oriented (development of thinking skills and processes)	yes	41	100	30	100	11	100
	no	0	0	0	0	0	0
Doing-Centered (active involvement of learners and procedures)	yes	41	100	30	100	11	100
	no	0	0	0	0	0	0
Open-Ended Application (allows for varied & personalized responses)	yes	40	97.6	30	100	10	90.9
	no	1	2.4	0	0	1	9.1
Student selected (Individual differences in need, preference, and capabilities)	yes	40	97.6	30	100	10	90.9
	no	1	2.4	0	0	1	9.1

TABLE 32

TYPE OF INSTRUCTION CURRENTLY PROVIDED BY TEACHERS OF THE GIFTED (20Q)

Type of Instruction	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
Continuation of basic skills	0	0	0	0	0	0
Both basic skills & special elements	28	68.3	20	66.7	8	72.7
Special elements only	13	31.7	10	33.3	3	27.3

TABLE 33

TYPE OF INSTRUCTION THE GIFTED PROGRAM SHOULD PROVIDE (19Q)

Type of Instruction	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
Continuation of basic skills	0	0	0	0	0	0
Both basic skills & special elements	16	39.0	11	36.7	5	45.5
Special elements only	25	61.0	19	63.3	6	54.5
Accelerated academic progress	0	0	0	0	0	0
Undecided	0	0	0	0	0	0

TABLE 34

EXTENT TO WHICH GIFTED TEACHERS ARE AWARE OF A COUNTYWIDE GIFTED CURRICULUM, FOLLOW ONE AND FEEL ONE IS NEEDED (36-38Q)

Countywide Gifted Curriculum		Teachers of the Gifted					
		Total		Elementary Centers		Secondary Resource	
		N	%	N	%	N	%
Aware of one	yes	0	0	0	0	0	0
	no	41	100	30	100	11	100
Follow one	yes	1	2.5	1	3.4	0	0
	no	39	97.5	28	96.6	11	100
Feel one is needed	yes	11	27.5	5	17.2	6	54.5
	no	29	72.5	24	82.8	5	45.5

TABLE 35

EXTENT TO WHICH PHYSICAL EDUCATION, ART AND MUSIC PERSONNEL PROVIDE SERVICES TO THE GIFTED PROGRAM AND EXTENT TO WHICH GIFTED TEACHERS FEED SUCH SERVICES SHOULD BE PROVIDED (46, 47Q)

Extent of Services		Teachers of the Gifted					
		Total		Elementary Centers		Secondary Resource	
		N	%	N	%	N	%
Are services provided?	yes	10	27.0	8	27.6	2	25.0
	no	27	73.0	21	72.4	6	75.0
Should they be?	yes	28	77.8	24	80.0	4	66.7
	no	8	22.2	6	20.0	2	33.3

TABLE 36

NUMBER OF TIMES AREA TSA FOR THE GIFTED VISITED PROGRAMS LAST YEAR (12Q)

	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	Median	N	Median	N	Median
Number of Visits	28	15	22	18	6	1.5

TABLE 37

HOW OFTEN GIFTED TEACHERS WOULD LIKE VISITS FROM TSA's FOR THE GIFTED (13Q)

Frequency of Visits	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
Daily	0	0	0	0	0	0
Weekly	18	43.9	15	50.0	3	27.2
Bi-Weekly	6	14.6	5	16.7	1	9.1
Monthly	4	9.8	2	6.7	2	18.2
Bi-Monthly	8	19.5	7	23.3	1	9.1
Semi-Annually	2	4.9	0	0	2	18.2
Annually	0	0	0	0	0	0
Never	3	7.3	1	3.3	2	18.2
Not applicable	0	0	0	0	0	0

TABLE 38

PERCENT OF GIFTED TEACHERS ASSIGNING A "1" RANKING TO HOW THEY FEEL THE TSA FOR THE GIFTED COULD BEST BE FUNCTIONING (14Q)

Uses for TSA	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
Provide in service for gifted teachers.	5	10.4	3	9.1	2	13.3
Provide materials to gifted teachers	9	18.8	4	12.1	5	33.3
Screening of gifted students	18	37.6	15	45.5	3	20.0
Provide in service for regular teachers.	6	12.5	5	15.2	1	6.7
Provide in service for parents	2	4.1	1	3.0	1	6.7
Provide in service for administrators.	3	6.2	2	6.0	1	6.7
Other	5	10.4	3	9.1	2	13.3
TOTAL assigning "1"	48	100	33	100	15	100

TABLE 39

PERCENT OF GIFTED TEACHERS RECEIVING SUFFICIENT DIRECTION FROM AREA AND DISTRICT EXCEPTIONAL CHILD PERSONNEL (39, 40Q)

Support of Personnel		Teachers of the Gifted					
		Total		Elementary Centers		Secondary Resource	
		N	%	N	%	N	%
Area	yes	25	61.0	18	60.0	7	63.6
	no	16	39.0	12	40.0	4	36.4
District	yes	23	60.5	16	57.1	7	70.0
	no	15	39.5	12	42.9	3	30.0

TABLE 40

PERCENT OF GIFTED TEACHERS USING PUBLIC SCHOOL TRANSPORTATION FOR FIELD TRIPS, TIME ELAPSING TO OBTAIN IT AND EXTENT TO WHICH DELAYS CANNOT BE OVERCOME BY PLANNING (26-28Q)

Use Transportation	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
Yes	3	7.9	1	3.6	2	20.0
No	35	92.1	27	96.4	8	80.0

Elapsed Time in Weeks	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
1	3	27.3	3	33.3	0	0
2	5	45.4	3	33.3	2	100
3	3	27.3	3	33.3	0	0
4	0	0	0	0	0	0
Over 4	0	0	0	0	0	0

Delays Cannot Be Overcome By Planning	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
Yes	4	21.1	4	23.5	0	0
No	15	78.9	13	76.5	2	100

TABLE 41

GIFTED TEACHER RESPONSES FOR IMPROVING THE GIFTED PROGRAM (35Q)

Item	Teachers of the Gifted					
	Total		Elementary Centers		Secondary Resource	
	N	%	N	%	N	%
More instructional time for each gifted pupil	9	22.5	9	31.0	0	0
Fewer students per class	16	40.0	13	44.8	3	27.3
Extra personal training in instruction of gifted	3	7.5	2	6.9	1	9.1
More off-campus activities (field trips)	0	0	0	0	0	0
No changes	0	0	0	0	0	0
Other	12	30.0	5	17.3	7	63.6

C. INTERVIEW DATA: PRINCIPALS OF ELEMENTARY LEARNING CENTERS

The eight principals whose schools contained Learning Centers for Elementary Gifted students (the Leewood program was not included in this evaluation) were interviewed individually to obtain their perceptions of the program. To facilitate clarity and readability, interview data were grouped into several clusters representing critical program dimensions. Although data presented below represent the general attitudes of the principals as a group, it is entirely possible that, in some instances, principals expressed views contrary to the general consensus. This will be indicated where appropriate and to the extent possible.

Facility, Equipment and Materials - In general, a need was expressed for better quality equipment and materials for the gifted Centers. While some Centers seemed to be extremely well-equipped, others had to rely on "hand-me-down" furniture and equipment. Although lack of space was noted, a major complaint seemed to be that the actual structure of the facility was not conducive to the type of instruction provided. The use of "relocatables" in some programs was viewed favorably.

Program Teachers - The teachers of the gifted were generally viewed favorably. In fact, several principals attributed the success of their programs directly to the skills and effectiveness of the program teachers. Similarly, past program failures were frequently seen to be a direct function of a teacher's inability to relate effectively to other program teachers, school faculties and parents. One principal observed that "outgoing" gifted teachers seemed to experience more satisfactory relationships with regular teachers than those keeping to themselves. Gifted teachers were considered to be better equipped to meet the needs of gifted students when compared to regular teachers.

Feeder School/Gifted Program Relations - Although activities such as "open house" visits to all feeder schools by gifted program personnel and monthly news letters have reportedly done much to improve relations between gifted

programs and their feeder schools, almost all of the principals considered the problems encountered in this relationship to be among the most serious obstacles to effective program functioning. Principals reported that many feeder school teachers required youngsters to "make up" all assignments missed, even if they already understood the concepts being taught. One principal named "feeder school pressure" as the number one reason for student withdrawal from the program. Another contended that, although many feeder-school principals acknowledged the educational value of the gifted program, they nevertheless consider it an "administrative burden" and, consequently, may not be doing all they can to elicit support from their faculties. As further indication of lack of support, several principals noted that some elementary schools in their areas send no students to the gifted program. Most principals agreed that one reason for existing communication problems was that gifted program teachers have to deal with so many different feeder school personnel, each with a unique set of needs.

Transportation - Several principals revealed that moderate to severe transportation problems existed within their programs. One principal stated that the school bus situation is "killing the program" and that students who arrive the latest must leave the earliest. One program reportedly begins at 9:30 due to a considerable loss of time resulting from an ineffective bus schedule. Another principal reported that, although transportation was "not bad" this year, it could be improved to allow for a later dismissal.

Funds - Most principals reported that, until this year, very little money for gifted programming was made available to schools housing gifted units and that most of the monetary support had to come from the budgets of the schools themselves. One principal said that his school received "not a penny" until this year. Another suggested that state funds allocated to gifted programs be placed directly into the accounts of the schools that generated the money rather than sent to district and area offices which seems to be the current procedure. In general, one received the feeling that the Elementary Learning Center programs are greatly underfunded and that they would have considerable difficulty functioning effectively if not for a willingness on the part of the principals to provide financial and material assistance to the programs using their own school's funds.

D. ELEMENTARY REGULAR CLASSROOM TEACHER RESPONSES

Regular class teacher questionnaires (see Appendix A) are constructed like those of the teachers and parents of the gifted. Results are also presented in a similar manner. Table 42 contains teacher responses to items using the 5-point scale and the headings again provide a framework for presentation of results in the narrative.

Admission to Program

Five items were grouped here. Only 42.3 percent felt that the students they referred for gifted testing usually qualified for admission to the program (31.8 percent were "undecided"). They appeared to be split when asked if the time involved in the identification/placement process was reasonable (35.1 percent said it was while 32.9 percent disagreed). The teachers felt strongly (93.4 percent responded favorably) that students should demonstrate mastery of basic skills at appropriate levels to qualify for the program and 63.8 percent agreed that their students who were in the program actually displayed such mastery (15 percent disagreed). Over 70 percent of the teachers felt students should be admitted to the program on a trial basis, apparently as a suggested means of "admission procedures" improvement.

Results presented in Table 43 show that 32.6 percent of the elementary teachers felt students should not be admitted to the gifted program earlier than grade three while 30.5 percent favored grade two. The teachers also felt that an average of 3.74 students in their classes should be, but are not, receiving gifted services (see Table 44). Results in the same table show that the reason receiving the greatest response (32 percent) was that the students were "not yet referred for testing". Thirteen percent were tested but did not qualify, 11.4 percent were referred but awaiting testing, 9.4 percent qualified but declined to participate and 7.5 percent qualified and were awaiting placement. Just over 25 percent of the teachers checked "other" and wrote in their own reasons. The reason given most frequently was that they didn't feel the youngsters would qualify.

Program Design and Procedure

Four items were grouped here and two of them received a favorable response from the teachers. Opinion was split when the teachers were asked if the procedure of resourcing students to gifted centers for two days each week was successful. Although a third were "undecided", 37.7 percent felt it was while 28.8 percent did not. In fact, 68.1 percent felt a specialized program for the gifted should be available within each school. Although 40 percent were "undecided", 51.3 percent felt the

TABLE 42

ELEMENTARY REGULAR CLASSROOM TEACHER RESPONSES

(N=99)

	M	SD	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5
			Percent Responding to Choice (* = modal response)				
I. ADMISSION TO PROGRAM							
a. Almost all students that I refer for testing qualify for adminission to the gifted program. (4)	3.23	1.13	7.1	18.8	31.8*	28.2	14.1
b. The time it takes to identify students as gifted and place them in gifted programs seems reasonable. (6)	2.92	1.01	10.6	22.3	31.9	34.0*	1.1
c. Almost all of my students who are in the gifted program have a sufficient command of basic skills. (17)	3.51	0.95	5.0	10.0	21.3	56.3*	7.5
d. Students should be admitted to gifted programs on a trial basis. (19)	3.74	1.01	4.4	8.9	13.3	54.4*	18.9
e. Students should demonstrate mastery of basic skills at appropriate levels in order to be eligible for the gifted program. (20)	4.36	0.72	1.1	1.1	4.3	46.7*	46.7*
II. PROGRAM DESIGN AND PROCEDURE							
a. The procedure of resourcing students to elementary gifted centers for 2 day each week is effective. (5)	2.98	1.11	14.4	14.4	33.3*	33.3*	4.4
b. The gifted program offers students educational experiences not found in the regular school program. (9)	3.70	0.95	3.2	5.4	28.0	44.1*	19.4
c. Almost every school should have within it a specialized program for the gifted. (13)	3.76	1.80	1.1	13.8	17.0	43.6*	24.5
d. The amount of time per week that my gifted students receive gifted instruction is sufficient. (16)	3.41	0.79	3.8	5.0	40.0	48.8*	2.5
III PROGRAM EFFECTS							
a. Classroom teachers are generally satisfied with the results of the gifted program. (7)	2.84	1.04	10.9	27.2	31.5*	27.2	3.3
b. Participation in the gifted program improves a student's performance in the regular classroom. (8)	2.73	1.10	13.0	32.6*	27.2	21.7	5.4
c. My students in the gifted program are generally able to "keep up" with lessons in their regular classes. (11)	3.31	0.98	4.8	16.9	26.5	45.8*	6.0
d. My students in the gifted program are generally able to "keep up" with lessons in that program. (14)	3.44	0.65	0	6.3	45.6*	45.6*	2.5
IV GIFTED PROGRAM/REGULAR PROGRAM INTEGRATION							
a. Classroom teachers have generally been given an adequate orientation to the gifted program. (1)	2.04	1.07	38.3*	35.1	11.7	12.8	1.1
b. Having feedback on my gifted students' progress in the gifted program will help me plan more effectively for them when they are in my classroom. (2)	4.09	0.85	0	8.8	5.5	52.7*	33.0
c. Screening procedures used to identify gifted students were adequately explained to me. (3)	2.45	1.24	27.5	33.0*	11.0	24.2	4.4
d. Classroom teachers with students in gifted programs are kept reasonably informed of student progress in those programs. (10)	2.49	1.10	18.7	38.5*	22.0	16.5	4.4
e. Gifted and regular class teachers should meet periodically to discuss a student's progress. (12)	4.08	0.90	3.3	3.3	7.6	53.3*	32.6
f. The amount of contact I have with my students' gifted teacher(s) is sufficient. (15)	2.27	1.02	26.9	34.9*	22.9	15.7	0
g. I expect my students in the gifted program to make up assignments they missed while attending the gifted program. (18)	3.62	1.12	3.7	18.3	12.2	43.9*	22.0

Note: Row percent scores may not total 100 percent due to rounding error.

amount of time per week that their gifted students received gifted instruction was sufficient. Also, although 28 percent were "undecided", 63.5 percent felt the gifted program offered students educational experiences not found in the regular school program. Results shown in Table 45 reveal that while 32.3 percent of the elementary teachers feel that the gifted program should offer special elements only, almost half indicated both basic skills and special elements.

Program Effects

Two of the four items grouped here were responded to equivocally. Fifty-one percent of the teachers felt their gifted students could "keep up" with lessons in their regular classes (26.5 percent were "undecided") and 48.1 percent felt the students could "keep up" in the gifted program (45.6 percent were "undecided"). However, results presented in Tables 46 and 47 show that while 18.3 percent of the teachers felt that some of their gifted students should not be in the gifted program, the reason most given for that feeling was that the students could not "keep up" in their regular classes.

Opinion was also split regarding regular class teacher satisfaction with the results of the gifted program (30.5 percent were satisfied, 38.1 percent were not and 31.5 percent were "undecided"). However, 45.6 percent felt that gifted program participation did not improve student performance in the regular classroom (27.1 percent said it did and 27.2 percent were "undecided).

Gifted Program/Regular Program Integration

Seven items were grouped here and most received unfavorable responses. Almost three-fourths of the teachers felt they were not given an adequate orientation to the gifted program (this item received the lowest score of all on the questionnaire). Also, 60.5 percent felt that screening procedures used to identify gifted students were not adequately explained to them. Data presented in Table 48 show the extent of regular teacher contact with the gifted program. Less than a third of the teachers' schools housed a gifted center, 34.3 percent have never had a student in the gifted program, only 40.2 percent currently have a student in the program, 61.5 percent have never visited a gifted program, 85.9 percent have never been visited by the gifted teachers, 76.3 percent want to visit the gifted program and 55.9 percent want gifted teachers to visit their programs. According to results presented

in Table 49 , 76.9 percent of the teachers do not know the name of their area TSA for the gifted and only 17.5 percent have ever conferred with the TSA regarding a gifted child. Data contained in Table 50 indicate that 93.9 percent of the teachers were never offered inservice programs by gifted program personnel. When asked to choose how they would like to learn more about the program, 34.4 percent of the teachers chose a 1-day orientation workshop with gifted personnel and 31.3 percent selected one afternoon meeting with them (see Table 51 for a more complete response breakdown). Data contained in Tables 52 and 53 reveal that teachers preferred to receive the inservice training either at their own school or the gifted center and that it be scheduled on a Wednesday after 2 p.m., on a teacher workday or during a faculty meeting (in that order).

Eighty-five percent of the teachers felt that they and the gifted teachers should meet periodically to discuss student progress and the same percentage felt such feedback would result in more effective planning for the students when in the regular classroom. However, 61.4 percent felt that contact between them and the gifted teachers was not sufficient and 57.2 percent did not feel reasonably informed of their students' progress (22 percent were "undecided"). Results presented in Table 54 show that most teachers never had a conference with the gifted teachers, 11.3 percent did at least once a year, 5.2 percent did at least twice a year and 8.2 percent did at least once per 9-week period.

Finally, 65.9 percent of the teachers expected their students to make up assignments missed while attending the gifted program (22 percent did not).

Program Improvement

The teachers were asked to select one of six suggestions for improvement of the gifted program. The data presented in Table 55 show that "other" received the highest percentage of teacher responses (32.5 percent). Suggestions commonly written in by the teacher included reducing class size, having primary grade children spend less time in the program and a statement that the teachers were not familiar enough with program to make such suggestions (the last comment was the one most frequently offered). "No changes" was chosen by 19.8 percent of the teachers while "more gifted instructional time" and "fewer students per gifted class" were checked by 22.1 percent and 15.1 percent, respectively.

TABLE 43

EARLIEST GRADE STUDENTS SHOULD BE ADMITTED TO GIFTED PROGRAM (28Q)

Grade Admitted	Regular Teachers					
	Total		Elementary		Secondary	
	N	%	N	%	N	%
Kindergarten	15	10.9	3	3.2	12	28.6
1	16	11.7	10	10.5	6	14.2
2	36	26.3	29	30.5	7	16.7
3	36	26.3	31	32.6	5	11.9
4	14	10.2	11	11.6	3	7.1
5	4	2.9	3	3.2	1	2.4
6	2	1.5	0	0	2	4.8
Above 6	14	10.2	8	8.4	6	14.3

TABLE 44

NUMBER OF STUDENTS WHO REGULAR TEACHERS FEEL SHOULD BE, BUT ARE NOT, RECEIVING GIFTED SERVICES AND THE REASONS WHY (30, 31Q)

	Regular Teachers		
	Total	Elementary	Secondary
N	53	31	22
M	4.30	3.74	5.09
SD	5.34	6.16	3.89

Reasons	Regular Teachers					
	Total		Elementary		Secondary	
	N	%	N	%	N	%
Not yet referred for testing	29	34.6	17	32.0	12	38.8
Referred/not yet tested	6	7.1	6	11.4	0	0
Referred/parent refused testing	0	0	0	0	0	0
Tested/did not qualify	11	13.1	7	13.2	4	12.9
Qualified/awaiting placement	5	5.9	4	7.5	1	3.2
Qualified/declined to participate	8	9.5	5	9.4	3	9.6
Other	25	29.8	14	26.5	11	35.5
Total assigning "1"	84	100	53	100	31	100

TABLE 45

TYPE OF INSTRUCTION REGULAR TEACHERS FEEL GIFTED PROGRAM SHOULD PROVIDE (20Q)

Type of Instruction	Regular Teachers					
	Total		Elementary		Secondary	
	N	%	N	%	N	%
Continuation of basic skills	3	2.1	3	3.0	0	0
Both basic skills and special elements	63	44.4	46	46.6	17	39.5
Special elements only	51	35.9	32	32.3	19	44.2
Accelerated academic progress	19	13.4	14	14.1	4	11.6
Undecided	6	4.2	4	4.0	2	4.7

TABLE 46

PERCENT OF REGULAR TEACHERS WHO HAVE GIFTED STUDENTS WHOM THEY FEEL SHOULD NOT BE IN THE GIFTED PROGRAM (32Q)

Have such students?	Regular Teachers					
	Total		Elementary		Secondary	
	N	%	N	%	N	%
Yes	20	15.2	17	18.3	3	7.7
Undecided	14	10.6	7	7.5	7	17.9
No	98	74.2	69	74.2	29	74.4

TABLE 47

PERCENT OF REGULAR TEACHERS ASSIGNING A "1" RANKING TO REASONS WHY THEY FEEL THAT SOME OF THEIR GIFTED STUDENTS SHOULD NOT BE IN THE GIFTED PROGRAM (33Q)

Reasons	Regular Teachers					
	Total		Elementary		Secondary	
	N	%	N	%	N	%
Students just not gifted	7	18.9	4	13.4	3	42.8
Needs can be met in regular classes	2	5.4	2	6.6	0	0
Unhappy in gifted program	3	8.1	2	6.6	1	14.3
Can't "keep up" in regular classes	17	45.9	16	53.4	1	14.3
Becoming too conceited	0	0	0	0	0	0
Rejection by classmates	0	0	0	0	0	0
Other	8	21.7	6	20.0	2	28.6
Total assigning "1"	37	100	30	100	7	100

TABLE 48

REGULAR TEACHER CONTACT WITH THE GIFTED PROGRAM (10, 12, 13, 14, 17, 18, 19Q)

Questionnaire Items		Regular Teachers					
		Total		Elementary		Secondary	
		N	%	N	%	N	%
Does school house an elementary gifted center?	yes	30	30.9	30	30.9	—	—
	no	67	69.1	67	69.1	—	—
Ever have a student also in the gifted program?	yes	90	62.9	65	65.7	25	56.8
	no	53	37.1	34	34.3	19	43.2
Now have a student also in the gifted program?	yes	57	40.1	39	40.2	18	40.0
	no	85	59.9	58	59.8	27	60.0
Ever visit a gifted program?	yes	47	35.1	35	38.5	12	27.9
	no	87	64.9	56	61.5	31	72.1
Gifted teachers ever visit regular teacher's program?	yes	19	13.3	14	14.1	5	11.4
	no	124	86.7	85	85.9	39	88.6
Want to visit a gifted program?	yes	109	78.4	74	76.3	35	83.3
	no	30	21.6	23	23.7	7	16.7
Want gifted teachers to visit regular teacher's program?	yes	79	59.4	52	55.9	27	67.5
	no	54	40.6	41	44.1	13	32.5

TABLE 49

PERCENT OF REGULAR TEACHERS WHO KNOW THE NAME OF THEIR AREA TSA'S FOR THE GIFTED AND WHO HAVE EVER CONFERRED WITH THEM REGARDING A GIFTED CHILD (29, 23Q)

Items		Regular Teachers					
		Total		Elementary		Secondary	
		N	%	N	%	N	%
Know name	yes	30	22.6	21	23.1	9	21.4
	no	103	77.4	70	76.9	33	78.6
Ever conferred	yes	23	16.4	17	17.5	6	14.0
	no	83	59.3	60	61.9	23	53.5
Not applicable		34	24.3	20	20.6	14	32.5

TABLE 50

PERCENT OF REGULAR TEACHERS OFFERED INSERVICE PROGRAMS BY GIFTED PROGRAM PERSONNEL (24Q)

Inservice Offered	Regular Teachers					
	Total		Elementary		Secondary	
	N	%	N	%	N	%
Yes	7	5.0	6	6.1	1	2.4
No	133	95.0	92	93.9	41	97.6

TABLE 51

PERCENT OF REGULAR TEACHERS ASSIGNING A "1" RANKING TO HOW THEY WOULD LIKE TO LEARN MORE ABOUT THE GIFTED PROGRAM (25Q)

Type of Activity	Regular Teachers					
	Total		Elementary		Secondary	
	N	%	N	%	N	%
1 afternoon meeting with gifted program personnel	39	27.8	30	31.3	9	20.5
1 day orientation workshop with gifted personnel	47	33.6	33	34.4	14	31.8
Read pamphlet or bulletin describing the gifted program	27	19.3	15	15.6	12	27.2
Sequential in-service workshop	27	100	18	18.7	9	20.5
Total Assigning "1"	140	100	96	100	44	100

TABLE 52

PERCENT OF REGULAR TEACHERS ASSIGNING A "1" RANKING TO VARIOUS LOCATIONS FOR A GIFTED INSERVICE ACTIVITY (26Q)

Location	Regular Teachers					
	Total		Elementary		Secondary	
	N	%	N	%	N	%
Area Office	2	1.4	2	2.0	0	0
Teacher's School	75	52.8	51	51.0	24	57.2
Gifted Center	65	45.8	47	47.0	18	42.8
Other	0	0	0	0	0	0
Total assigning "1"	142	100	100	100	42	100

TABLE 53

PERCENT OF REGULAR TEACHERS ASSIGNING A "1" RANKING TO SCHEDULING ALTERNATIVES FOR A GIFTED INSERVICE ACTIVITY (27Q)

Time	Regular Teachers					
	Total		Elementary		Secondary	
	N	%	N	%	N	%
During a faculty meeting	33	24.3	24	25.3	9	21.9
After school in afternoon	7	5.2	3	3.1	4	9.8
Evening	1	0.7	1	1.0	0	0
Teacher work day	49	36.0	29	30.5	20	48.8
Wednesday after 2 P.M.	38	27.9	33	34.8	5	12.2
Other	8	5.9	5	5.2	3	7.3
Total assigning "1"	136	100	95	100	41	100

TABLE 54

FREQUENCY OF REGULAR TEACHER/GIFTED TEACHER CONFERENCES (22Q)

Frequency	Regular Teachers					
	Total		Elementary		Secondary	
	N	%	N	%	N	%
At least once per 9-week period	12	8.6	8	8.2	4	9.5
At least twice a year	5	3.6	5	5.2	0	0
At least once a year	13	9.4	11	11.3	2	4.8
Never	47	33.8	32	33.0	15	35.7
Not applicable (no students in gifted program)	62	44.6	41	42.3	21	50.0

TABLE 55

REGULAR TEACHER RESPONSES TO SUGGESTIONS FOR IMPROVEMENT OF GIFTED PROGRAM (34Q)

Suggestions	Regular Teachers					
	Total		Elementary		Secondary	
	N	%	N	%	N	%
More gifted instructional time for gifted pupils	26	21.1	19	22.1	7	18.9
Fewer students per gifted class	17	13.8	13	15.1	4	10.8
Better qualified gifted teachers	12	9.7	5	5.8	7	18.9
More off-campus activities	4	3.3	4	4.7	0	0
No changes	21	17.1	17	19.8	4	10.8
Other	43	35.0	28	32.5	15	40.6

E. INTERVIEW DATA: ELEMENTARY LEARNING CENTER STUDENTS

Individual informal interviews were conducted with sixty youngsters randomly chosen across all Elementary Learning Centers. The average amount of time that the students had been attending the program was 2.28 years.

Almost half of the students said they favored activities such as art, drama, music and working on special projects. Science and math were given as the next favored activities in that order. Most students felt that their regular class teachers viewed the program favorably although several complained of having to make up assignments missed while attending the Centers. Most of the students said they would change nothing about the program for next year and would keep almost everything the same. Almost all were satisfied with the amount of time (2 days per week) they spend at the Centers. However, the few that did offer suggestions asked for a more appropriate facility ("more space"), fewer students and a more efficient bus schedule.

Almost all of the students said their parents favored the program and were pleased that they were participating in it.

Students were asked to select one of six alternatives that best described how they would like to improve the gifted program (the list of alternatives was identical to the one used for parents and shown in Table 19). "More off-campus activities" and an opportunity to "spend more time in the program" received the greatest response.

EVALUATION OF THE SECONDARY RESOURCE PROGRAM

A. PARENT RESPONSES

All parents of the gifted students enrolled in the Secondary Resource Program in October and November, 1975, were provided with questionnaires identical in format and content to those of the Elementary Center parents (see Appendix A). Results were also analyzed and presented in identical fashion (the headings shown in Table 56 provide the framework for presentation of results).

Admission to Program

Five items were grouped here and parent responses were mixed and quite similar to those of the elementary center parents. Although over half the parents agreed that they were adequately informed of the nature and purpose of the gifted program by school personnel, more than a third did not. Table 10 indicates that 71.7 percent of the parents were not informed of an orientation to the gifted program prior to their children's placement. While two-thirds of the parents agreed that the time involved in identifying and placing their children was reasonable, 73 percent felt that test results and other findings were not adequately explained to them (this item was the one responded to least favorably by the Elementary Center, Secondary Resource and Expressive Arts parents). Similarly, while over two-thirds (67.9 percent) agreed that the criteria for program entry were reasonable and fair, over half (55.9 percent) felt that they were not clearly explained (over one-third felt they were).

Program Design and Procedure

Eleven items were grouped here and several were responded to favorably. Most parents (57.0 percent) felt their children were offered a sufficient variety of subjects in the gifted program and two-thirds saw as sufficient the amount of time per week that their children spent in the program. However, although 51.5 percent felt the gifted teachers were readily available for parent-requested conferences (44.9 percent were "undecided"), only 22.6 percent felt they were kept adequately informed of their children's progress (55 percent said they were not). Data contained in Table 11 reveal that only 40.5 percent of the parents have visited the gifted program and that as a result their understanding of the program was increased. Results in Table 12 reveal that, unlike the Elementary Center parents, these parents seem to be more aware of the names of their children's gifted teacher in comparison to their regular class teachers. Also, data presented in Table 13 show that while 14.9 percent of the parents felt they received more feedback from their children's gifted teachers in

TABLE 56

SECONDARY RESOURCE PROGRAM PARENT RESPONSES

(N=458)

(* = modal response)

	M	SD	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
I. ADMISSION TO PROGRAM							
a. School personnel adequately informed me of the nature and purpose of the gifted program. (1)	3.15	1.23	11.7	25.4	6.7	*47.6	8.5
b. The amount of time it took to identify my child as gifted and place him (her) in a gifted program seemed reasonable. (2)	3.50	1.08	8.2	11.8	12.2	*57.4	10.4
c. My child's test results and other findings were adequately explained to me. (3)	2.14	1.14	34.5	*38.5	8.7	15.0	3.4
d. The criteria my child had to meet to qualify for the gifted program were clearly explained to me. (5)	2.65	1.28	21.7	*34.2	7.6	29.9	6.7
e. The criteria my child had to meet to qualify for the gifted program are reasonable and fair. (8)	3.80	0.71	0.7	0.9	30.4	*53.5	14.4
II. PROGRAM DESIGN AND PROCEDURE							
a. The gifted program's instructional facilities are adequate. (4)	3.22	0.93	5.4	13.6	*39.0	36.7	5.2
b. My child is exposed to a sufficient variety of subjects in the gifted program. (6)	3.55	1.00	3.6	11.3	27.5	*41.5	16.0
c. The amount of time per week that my child spends in the gifted program is sufficient. (7)	3.59	0.95	4.7	8.5	20.2	*55.3	11.2
d. The gifted teacher is readily available if I request a conference. (11)	3.58	0.79	1.8	1.8	*44.9	39.1	12.4
e. Gifted program teachers keep me adequately informed of my child's progress. (13)	2.54	1.04	15.5	*39.5	22.4	20.6	2.0
f. The gifted teachers I know are sufficiently qualified to teach gifted children. (14)	3.64	0.78	0.5	1.4	*47.9	33.9	16.5
g. Transportation provided by the gifted program is adequate. (16)	3.39	0.91	4.9	6.3	*42.6	37.2	9.0
h. My child needs specialized instruction not found in the regular school program. (19)	2.77	1.23	14.9	*33.7	22.2	17.4	11.7
i. My child receives a sufficient amount of attention in the gifted program. (21)	3.81	0.82	0.9	5.9	21.7	*54.0	17.6
j. The grading procedure used in the gifted program is adequate. (22)	3.49	0.74	1.6	3.2	*46.3	42.0	6.9
k. I am satisfied with the procedure of providing gifted instruction to my child on a part-time rather than a full-time basis. (26)	3.51	1.07	7.0	10.7	20.0	*49.0	13.4
III. PROGRAM EFFECTS							
a. I can see positive changes in my child at home as a result of participation in the gifted program. (10)	3.24	1.02	4.0	19.6	*35.5	29.4	11.5
b. My child is able to "keep up" with lessons in his regular class. (12)	4.27	0.67	0.4	1.3	6.1	*54.2	38.0
c. My child performs better in his regular class as a result of participation in the gifted program. (15)	3.18	0.87	2.0	17.0	*48.7	24.7	7.6
d. My child is able to "keep up" with lessons in the gifted program. (17)	4.15	0.60	0	1.1	8.5	*64.4	26.0
e. My child enjoys being in the gifted program. (20)	4.37	0.74	0.2	2.9	5.6	42.1	*49.2
f. The gifted program adequately stimulates and motivates my child. (23)	3.72	0.91	2.0	8.1	22.9	*49.7	17.3
IV. GIFTED PROGRAM/REGULAR PROGRAM INTEGRATION							
a. My child's regular class teachers have a favorable opinion of the gifted program. (9)	3.10	0.87	5.9	12.4	*50.7	27.4	3.6
b. Cooperation between my child's gifted and regular class teachers seems to be good. (18)	3.38	0.88	3.2	9.7	*40.4	38.8	7.9
c. Regular class teachers expect my child to make up work that was missed while he/she was receiving gifted instruction. (24)	3.96	0.91	2.3	5.6	12.1	*52.7	27.3
d. I feel that my child should make up work that was missed while he/she was receiving gifted instruction. (25)	3.98	0.90	3.7	3.0	10.6	*56.6	26.2

Note: Row percent scores may not total 100 percent due to rounding error.

comparison to their regular class teachers, 27.2 percent felt just the opposite (57.9 percent reported that they received the same amount from both types of teachers). Although almost half the parents were "undecided", 50.4 percent were satisfied with the gifted teachers' qualifications. A favorable number also felt their children were receiving a sufficient amount of teacher attention in the gifted program (71.6 percent agreed) but were equivocal regarding the grading procedure used in the program (48.9 percent answered favorably while 46.3 percent were "undecided). Results presented in Table 14 show that 63.7 percent of the parents felt their children were receiving more individualized attention in the gifted program in comparison to the regular program while only 3.7 percent felt the opposite. Although Secondary Resource students are not transported to a gifted facility, almost half the parents viewed transportation as adequate (42.6 percent were "undecided"). However, only 41.9 percent of the parents felt the gifted program's instructional facilities were adequate (39 percent were "undecided" while 19 percent did not agree). Only 29.1 percent felt their children needed specialized instruction not found in the regular school program (48.6 disagreed). Finally, 62.4 percent were satisfied with the procedure of offering part-time rather than full-time gifted instruction (17.7 percent were not and 20 percent were "undecided").

Program Effects

Six items were grouped here. Over two-thirds of the parents felt their children were being adequately stimulated and motivated in the gifted program and over 90 percent felt their children were able to "keep up" with lessons in both the gifted and regular programs. However, only 32.3 percent felt their children performed better in their regular classes as a result of gifted program participation (19 percent disagreed and 48.7 percent were "undecided"). The most favorable rating of all was given to the statement that children enjoyed being in the gifted program with 42.1 percent "agreeing" and 49.2 "strongly agreeing". This was also seen to be the case for Elementary Center and Expressive Arts parents. The parents were also questioned as to whether their children ever participated in Youth Fair. Results presented in Table 17 show that over a third (37.9 percent) participated and that almost all enjoyed the experience. Although 35.5 percent of the parents were "undecided" and 23.6 percent answered unfavorably, 40.9 percent saw positive changes in their children at home as a result of gifted program participation. However, data presented in Tables 15 and 16 reveal only limited, although generally positive, changes in relationships with friends and siblings.

Gifted Program/Regular Program Integration

Four items were grouped here and received generally mixed ratings. Although 50.7 percent of the parents were "undecided", only 31 percent felt that their children's regular class teachers had a favorable opinion of the gifted program while 18.3 percent did not. Similarly, while 40.4 percent were "undecided", 46.7 percent perceived good cooperation between their children's regular and gifted teachers. The parents also felt strongly that their children should be required to make up assignments missed in the regular class while they were receiving gifted instruction (82.8 percent agreed) and that regular teachers expected it of them (80 percent saw this to be the case).

Finally, data presented in Table 18 reveal that, although 54.9 percent of the parents are aware of community advisory organizations, only 13.1 percent attend group meetings. However, 41.3 percent attend gifted parent group meetings and 121 parents were interested in becoming active in such groups (101 were not interested).

Program Improvement

The parents were asked to select one of six suggestions for improvement of the gifted program. Results presented in Table 19 indicate that the greatest number (25.5 percent) of parents chose "no changes". "More off-campus activities" received 21.3 percent of the response while "more gifted instructional time" received 17.3 percent. Class size and teacher qualifications did not appear to be perceived as problems. Almost 25 percent of the parents chose "other" and wrote in suggestions. Examination of parent comments revealed that many checked "other" and said they did not know enough about the program to suggest changes. The most frequently appearing comments suggested "greater variety of subject matter" and "better cooperation between regular and gifted teachers". Other comments included more feedback to parents and more effective scheduling of gifted classes.

B. SECONDARY RESOURCE PROGRAM TEACHER RESPONSES

Secondary Resource teachers received questionnaires identical to those of the Learning Center teachers. Results were also treated and presented in identical fashion (the headings contained in Table 57 provided the presentation framework).

TABLE 57

SECONDARY RESOURCE PROGRAM TEACHER RESPONSES

(N=11)

			Percent Responding to Each Choice (* = modal response)				
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	M	SD	1	2	3	4	5
I. ADMISSION TO PROGRAM							
a. The time it takes to identify students as gifted and assign them to the program seems reasonable. (2)	2.45	1.36	*36.4	18.2	9.1	*36.4	0
b. Almost all students in my program are appropriately placed. (8)	3.81	0.60	0	9.1	0	*90.9	0
c. Almost all students in my program have a sufficient command of basic skills. (12)	3.63	1.02	9.1	9.1	18.2	*63.6	0
d. Students should be admitted to gifted programs on a trial basis. (14)	3.54	1.21	9.1	9.1	18.2	*45.4	18.2
e. Students should demonstrate mastery of basic skills at appropriate levels in order to be eligible for the gifted program. (16)	3.54	1.21	9.1	9.1	18.2	*45.4	18.2
f. The criteria a student must meet to qualify for the gifted program are reasonable and appropriate. (17)	3.18	1.07	9.1	18.2	18.2	*54.5	0
II. PROGRAM DESIGN AND PROCEDURE							
a. Parents receive sufficient feedback regarding the progress of their children in my program. (4)	2.90	1.30	18.2	18.2	*27.3	*27.3	9.1
b. The amount of time per week that my students receive gifted instruction is sufficient. (11)	3.81	0.87	0	9.1	18.2	*54.5	18.2
c. Implementation of team-teaching techniques in elementary learning centers for the gifted seems to be adequate. (15)	3.57	0.53	0	0	42.9	*57.1	0
d. My schedule allows me to be readily available if a parent requests a conference. (18)	2.00	1.34	*54.5	18.2	0	27.3	0
e. The goals of my gifted program are clear-cut and easily understandable. (19)	3.90	1.04	9.1	0	0	*72.7	18.2
f. I am adequately able to measure student progress in my gifted program. (20)	3.90	0.83	0	9.1	9.1	*63.6	18.2
g. The transition from the elementary to the junior high gifted program is generally satisfactory. (21)	3.18	0.87	0	27.3	27.3	*45.5	0
III. PROGRAM FACILITIES, MATERIALS, SUPPORT							
a. My program's instructional facilities are adequate. (5)	1.81	1.16	*54.5	27.3	0	18.2	0
b. The amount of money available to me for purchase of curricula and materials is sufficient. (10)	1.18	0.40	*81.8	18.2	0	0	0
c. The Area TSA for the gifted is a valuable resource to me. (13)	4.00	1.18	0	18.2	9.1	27.3	*45.5
d. The curricula and materials provided to my gifted program are adequate. (23)	1.81	1.40	*63.6	18.2	0	9.1	9.1
IV. PROGRAM EFFECTS							
a. My students are able to "keep up" with lessons in their regular classes. (6)	4.00	0.63	0	0	18.2	*63.6	18.2
b. Participation in the gifted program improves student performance in the regular classroom. (9)	3.72	1.00	0	9.1	*36.4	27.3	27.3
V. GIFTED PROGRAM/REGULAR PROGRAM INTEGRATION							
a. My gifted unit is a well-received part of the general program at my school. (1)	2.81	1.07	9.1	*36.4	18.2	*36.4	0
b. My student's regular class teachers are supportive of the gifted program. (3)	2.63	1.12	18.2	*27.3	*27.3	*27.3	0
c. The amount of contact I have with my student's regular class teachers is sufficient. (7)	3.09	0.94	0	36.4	18.2	*45.5	0
d. My gifted students should be expected to make up assignments they missed in their regular classes due to involvement in the gifted program. (22)	3.59	1.07	0	20.0	20.0	*40.0	20.0

Note: Row percent scores may not total 100 percent due to rounding error.

Admission to Program

Only one of the six items grouped here was responded to overwhelmingly negatively. Only 36.4 percent of the teachers felt the time it took to identify and place students in gifted program was reasonable while 54.6 percent disagreed. However, 90.9 percent felt almost all of their gifted students were appropriately placed. Fifty-four percent also felt that the criteria a student must meet to qualify for program placement were appropriate although 27.3 percent disagreed.

Results presented in Table 21 reveal that the majority of teachers (54.5 percent) felt that children should be admitted to the gifted program in kindergarten. Also, 55.6 percent felt that the minimum I.Q. a student should have to be eligible for program placement should be 130 (see Table 22 for results). However, although state guidelines also recommend this figure, an examination of the I.Q. scores of all students in the Secondary Resource program as of October, 1975, presented in Table 22, shows that 44.4 percent of the students have I.Q.'s below 130.

According to data presented in Table 23 , Secondary Resource teachers felt that an average of 3 students per program should not be participating. The most common reason given was that the students couldn't "keep up" in the gifted program (see Table 24 for a complete breakdown of reasons indicated).

Table 25 contains the number of students who withdrew from the gifted program during a one-year period and reasons for withdrawal. Data reveal that 357 secondary students withdrew from the program during the year. Although 25.7 percent either moved or could not be classified, results show that "disinterest/other involvement" accounted for 24.9 percent followed by 15.5 percent due to "academic problems/home school pressure" (see Table 25 for additional results). Data displayed in Table 26 reveal that academic difficulties in the gifted program , as well as in regular classes , were seen by the teachers as the principal reasons for student withdrawal from the program. Sixty-three percent of the teachers felt students should demonstrate mastery of basic skills to be admitted to the gifted program while 18.2 percent did not (the same percentages

responded "yes" and "no", respectively, to a statement that almost all of their gifted students did, in fact, display mastery). Finally, 63.6 percent felt students should be admitted to the program on a trial basis while 18.2 percent did not.

Program Design and Procedure

Seven items were grouped here and about half were responded to favorably. Opionion was split as to the extent to which parents received sufficient feedback regarding pupil progress in the gifted program with 36.4 percent of the teachers agreeing that they did and 36.4 percent stating the opposite. However, only 27.3 percent felt they were readily available for parent-requested conferences while 72.7 percent felt they were not. Results presented in Table 27 show that the teachers currently have an average of five hours of planning time per week but feel nine hours are necessary. Data in Table 28 show that planned orientations for parents of gifted children and regular class teachers are provided by only 27.3 percent and 30 percent of the teachers, respectively, and that 50 percent provided one for the students.

Seventy-two percent of the teachers felt the time per week that their students received gifted instruction was sufficient. Results presented in Table 29 reveal that teachers felt their students should be receiving gifted instruction for just over eight hours per week, three more than the current 5-hour per week arrangement. Also, results presented in Table 30 show that 40 percent of the teachers indicated that gifted classes should begin two weeks after the opening of school (20 percent chose the first week, another 20 percent chose the third and 10 percent each chose week four and after week four).

Just over half the teachers felt team-teaching in Elementary Gifted Centers was being implemented adequately (42.9 percent were undecided) while over 90 percent felt their program goals were clear-cut and easily understandable. Also , 81.8 percent felt they could adequately measure student progress in their program.

Results presented in Table 31 show that 70 percent of the teachers are implementing subject-related instruction while almost all are using

process-oriented, doing-centered, open-ended application and student-selected principles of curriculum. Results presented in Table 32 show that 72.7 percent of the teachers are currently implementing both basic-skills and special-elements instruction while 27.3 percent are implementing only special elements. However, only 45.5 percent of the teachers felt they should be teaching both basic skills and special elements while 54.5 percent indicated special elements only, (see Table 33 for a complete presentation of results).

Finally, although 45.5 percent of the teachers felt the transition from the elementary to the junior high gifted program was satisfactory, 27.3 percent did not (27.3 percent were "undecided").

Program Facilities, Materials, Support

Three of the four items grouped here were responded to unfavorably. More than 81 percent of the teachers felt curricula and materials provided to them were inadequate. The most unfavorable response on the questionnaire was to the statement, "the amount of money available to me for purchase of curricula and materials is sufficient". No teachers "agreed" or were "undecided". Rather, eighteen percent "disagreed" and 81.8 percent "strongly disagreed".

Results presented in Table 34 show that 54.5 percent of the teachers feel a county-wide gifted curriculum is needed while 45.5 percent do not. Results in Table 35 show that, although three-fourths of the teachers are not provided with physical education, art and music services by appropriate personnel, 66.7 percent feel such services should be provided. (It should be noted here that this questionnaire item was written primarily for the elementary teachers of the gifted and may not be relevant for secondary teachers).

Although 18.2 percent of the teachers disagreed, 72.8 percent felt the area TSA for the gifted was a valuable resource. However, results in Table 36 show that the median number of TSA visits to secondary programs last year was only 1.5. An examination of data presented in Table 37 reveals that 27.2 percent of the teachers would like weekly TSA visits, 9.1 percent bi-weekly, 18.2 percent twice a year and 18.2 percent "never". Results shown in Table 38 reveal that a third of the

teachers felt the TSA could best be used to provide materials to the teachers while 20 percent indicated "screening of gifted students". Results in Table 39 show that most of the teachers (63.6 and 70 percent, respectively, felt they received sufficient direction from area and district exceptional student personnel.

Finally, results presented in Table 40 reveal that public school transportation is used by 20 percent of the teachers for field trips, requires two weeks to obtain and presents no problem to the teachers.

Program Effects

One of the two items grouped here was responded to favorably by the teachers. More than 80 percent felt their students could "keep up" with lessons in their regular classes while only 54.6 percent felt that gifted program participation improved student performance in the regular classroom (36.4 percent were "undecided").

Gifted Program/Regular Program Integration

Most of the four items grouped here received a mixed response from the teachers. While 36.4 percent felt their program was a well-received part of the general school program, 45.5 percent did not. Similarly, while 27.3 percent felt their students' regular class teachers were supportive of the program, 45.5 percent did not. Just over 45 percent felt that the amount of contact they had with their students' regular class teachers was sufficient while 36.4 percent disagreed. Finally, 60 percent of the teachers felt their students should be expected to make up assignments missed in the regular program due to gifted program involvement while 20 percent did not (20 percent answered "undecided").

Program Improvement

The teachers were asked to select one of six suggestions for improvement of their programs. Results presented in Table 41 indicate that 63.6 percent chose "other" and wrote in suggestions such as "adequate time for planning", "a gifted center to which students are transported" and "adequate funding". Twenty-seven percent of the teachers indicated "fewer students per class" while one teacher chose "extra personal training in instruction of gifted".

C. SECONDARY REGULAR CLASSROOM TEACHERS RESPONSES

Regular class teacher questionnaires were identical for secondary and elementary teachers (see Appendix A), as was the presentation of results (the headings contained in Table 58 provide the presentation framework).

Admission to Program

Five items were grouped here. Just over 40 percent felt that students they referred for testing usually qualified for the gifted program (19.9 percent did not). Only 30.6 percent felt the time involved in the identification/placement process was reasonable (44.4 percent were "undecided" and 25 percent responded unfavorably). Although 85.3 percent of the teachers felt students should demonstrate mastery of basic skills at appropriate levels to be eligible for the gifted program, only 54.6 percent felt their students in the gifted program displayed such mastery while 27.2 percent answered unfavorably. More than three-fourths of the teachers felt students should be admitted to the gifted program on a trial basis, a possible method of improved selection.

Results presented in Table 43 show that 28.6 percent of the secondary teachers felt students should be admitted to gifted programs in kindergarten. A total of 59.5 percent responded anywhere from kindergarten through grade two while 14.3 percent answered "above grade six". The teachers also felt that an average of 5.09 students in their classes should be, but are not, receiving gifted services and that a common reason for this was that many students were "not yet referred for testing". Several teachers checked "other" and wrote in their own reasons, most of which indicated that they did not feel their students would qualify for admission (see Table 44 for a complete presentation of responses).

Program Design and Procedure

Four items were grouped here and two received clearly favorable responses. Although 66.7 percent of the teachers were "undecided", only 24.2 percent were satisfied with the practice of resourcing elementary students to gifted centers for two days a week. (It should be noted here that these teachers probably have little or no contact with the elementary program and, consequently, may not be in a posttion to accurately determine its effectiveness). Over three-fourths of the teachers felt that a program for the gifted should be offered within all schools and 62.5 percent felt the gifted program offers educational experiences not found in the regular classroom (17.5 percent disagreed). However, only 21.3 percent felt their students were receiving a sufficient amount of gifted instruction per week while 27.3 per-

TABLE 58

SECONDARY REGULAR CLASSROOM TEACHER RESPONSES

(N=46)

	M	SD	Percent Responding to Each Choice (* = modal response) Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
I. ADMISSION TO PROGRAM							
a. Almost all students that I refer for testing qualify for adminission to the gifted program. (4)	3.25	1.24	12.5	9.4	37.5*	21.9	18.8
b. The time it takes to identify students as gifted and place them in gifted programs seems reasonable. (6)	2.97	0.99	11.1	13.9	44.4*	27.8	2.8
c. Almost all of my students who are in the gifted program have a sufficient command of basic skills. (17)	3.39	1.11	3.0	24.2	18.2	39.4*	15.2
d. Students should be admitted to gifted programs on a trial basis. (19)	4.04	1.03	4.8	2.4	14.3	40.5*	38.1
e. Students should demonstrate mastery of basic skills at appropriate levels in order to be eligible for the gifted program. (20)	4.29	0.92	2.4	2.4	9.8	34.1	51.2*
II. PROGRAM DESIGN AND PROCEDURE							
a. The procedure of resourcing students to elementary gifted centers for 2 day each week is effective. (5)	3.12	0.78	6.1	3.0	66.7*	21.2	3.0
b. The gifted program offers students educational experiences not found in the regular school program. (9)	3.57	1.15	7.5	10.0	20.0	42.5*	20.0
c. Almost every school should have within it a specialized program for the gifted. (13)	4.14	1.33	9.5	4.8	9.5	14.3	61.9*
d. The amount of time per week that my gifted students receive gifted instruction is sufficient. (16)	2.87	1.02	12.1	15.2	51.5*	15.2	6.1
III PROGRAM EFFECTS							
a. Classroom teachers are generally satisfied with the results of the gifted program. (7)	2.58	0.99	15.4	28.2	41.0*	12.8	2.6
b. Participation in the gifted program improves a student's performance in the regular classroom. (8)	3.07	0.99	7.5	18.4	34.2	36.8*	2.6
c. My students in the gifted program are generally able to "keep up" with lessons in their regular classes. (11)	3.56	0.94	3.1	9.4	28.1	46.9*	12.5
d. My students in the gifted program are generally able to "keep up" with lessons in that program. (14)	3.56	0.93	3.3	6.7	33.3	43.3*	13.3
IV GIFTED PROGRAM/REGULAR PROGRAM INTEGRATION							
a. Classroom teachers have generally been given an adequate orientation to the gifted program. (1)	1.42	0.59	61.9*	33.3	4.8	0	0
b. Having feedback on my gifted students' progress in the gifted program will help me plan more effectively for them when they are in my classroom. (2)	3.89	1.33	10.3	5.1	15.4	23.1	46.2*
c. Screening procedures used to identify gifted students were adequately explained to me. (3)	1.83	1.18	54.8*	26.2	4.8	9.5	4.8
d. Classroom teachers with students in gifted programs are kept reasonably informed of student progress in those programs. (10)	2.02	0.97	36.1*	33.3	22.2	8.3	0
e. Gifted and regular class teachers should meet periodically to discuss a student's progress. (12)	4.25	0.95	5.0	0	5.0	45.0*	45.0*
f. The amount of contact I have with my students' gifted teacher(s) is sufficient. (15)	2.00	1.14	45.5*	24.2	18.2	9.1	3.0
g. I expect my students in the gifted program to make up assignments they missed while attending the gifted program. (18)	4.08	0.98	2.9	2.9	17.1	37.1	40.0*

Note: Row percent scores may not total 100 percent due to rounding error.

cent did not (51.5 percent were "undecided). Results presented in Table 45 reveal that 44.2 percent of the teachers felt the gifted program should teach special elements only while 39.5 percent favored both basic skills and special elements.

Program Effects

Four items were grouped here and received a mixed response. Fifty-nine percent of the teachers felt their gifted students could keep up with lessons in their regular classes while 56.6 percent felt they could "keep up" in the gifted program (28.1 and 33.3 percent, respectively, were "undecided"). Results presented in Table 46 show that 7.7 percent of the teachers felt they had gifted students who should not be in the program.

While 41 percent of the teachers were "undecided", 43.6 percent were not satisfied with the results of the gifted program. Also, although 39.4 percent felt gifted program participation improved student performance in the regular classroom, 26.3 percent did not (34.2 percent were "undecided").

Gifted Program/Regular Program Integration

Seven items were grouped here and most received unfavorable responses. None of the teachers felt they were given an adequate orientation to the gifted program (95.2 percent said they were not and gave this item the most unfavorable rating of all). Similarly, 81 percent said they did not receive an adequate explanation of gifted program screening procedures.

Data presented in Table 48 show the extent of regular teacher contact with the gifted program. Almost half (43.2 percent) of the teachers have never had a student in the gifted program, 40 percent currently have at least one student in the program, 72.1 percent have never visited the program, 88.6 percent have never been visited by a gifted teacher, 83.3 percent want to visit the program and 67.5 percent would like gifted teachers to visit their programs. Results presented in Table 49 show that only 21.4 percent of the teachers know the name of their area TSA for the gifted and only 14 percent have ever conferred with the TSA regarding a gifted child.

Data contained in Table 50 show that 97.6 percent of the teachers were never offered inservice programs by gifted program personnel. When asked to choose how they would like to learn more about the gifted program, 31.8 percent of the teachers chose a 1-day orientation workshop while 27.2 percent preferred to read a pamphlet describing the program (see Table 51 for a complete presentation of responses). Data contained in Tables 52 and 53 reveal that the teachers preferred to have the inservice activity either at their own schools or at the gifted center (in the case of secondary teachers, the gifted program is housed at the teacher's own school) on a teacher work day.

Ninety percent of the teachers felt that they should meet periodically with the gifted teachers to discuss student progress and 69.3 percent felt feedback from the gifted teachers would result in more effective planning for the students when in the regular classroom. However, 69.7 percent felt that the amount of contact they had with the gifted teachers was not sufficient and a similar percentage said they were not kept reasonably informed of such progress. Results presented in Table 54 show that most of the teachers have never conferred with the gifted teachers.

Finally, over three-fourths of the teachers said they expected their students to make up assignments missed while attending the gifted program.

Program Improvement

The teachers were asked to select one of six suggestions for improvement of the gifted program. Data presented in Table 55 show that "other" received the highest percentage of responses (40.6 percent). However, most teachers said they checked the alternative because they did not feel familiar enough with the program to suggest improvements. The two alternatives receiving the next highest precentage of responses (18.9 percent each) were "more gifted instructional time for gifted pupils" and "better qualified gifted teachers".

D. INTERVIEW DATA: SECONDARY RESOURCE PROGRAM STUDENTS

Individual informal interviews were conducted with thirty secondary gifted youngsters randomly chosen across all administrative areas. The average amount of time that the students had been in the secondary resource gifted program was 1.7 years (several had also attended Gifted Centers in elementary schools for several years).

The most popular activities in the Secondary gifted program, as indicated by the students, were field trips and field placements, independent study projects and research experiences. Opinion was split and slightly unfavorable when the students were asked what their regular class teachers thought of the gifted program. Program facilities, schedules and time in the program were cited by students as needing adjusting although many seemed satisfied with things as they were. Most were also satisfied with the amount of time they spent in the program (5 hours, one day per week) although several indicated that they would like to spend more time but were afraid to miss more assignments in their regular classes. Almost all felt that their parents viewed the program favorably.

Students were asked to select one of six alternatives that best described how they would like to improve the gifted program (Table 19 contains a list of the alternatives). "More off-campus activities" and "spending more time in the program" received the greatest response.

Questionnaires identical to those sent to parents and teachers of the gifted in the two programs previously mentioned were also provided to the parents of youngsters in the two elementary/junior high school Expressive Arts Centers and the five program teachers. Teacher questionnaires were either not returned or arrived too late for their responses to be included in this evaluation. Consequently, only parent data will be discussed in this section.

A. PARENT RESPONSES

Parent responses to items using the numerical scale are presented in Table 59.

Admission to Program

Five items were grouped here and the general parent response was mixed. Although almost 60 percent were adequately informed of the nature and purpose of the Expressive Arts Program, 21 percent were not. Data contained in Table 10 reveal that 83.1 percent of the parents were not informed of a parent orientation meeting prior to placement of their children in the Expressive Arts Program. While 77.8 percent of the parents felt the time involved in the identification/placement process was reasonable, only 32 percent felt that they received an adequate explanation of their children's test results (51.3 percent "disagreed" and 12.8 percent "strongly disagreed"). Similarly, while 67.6 percent felt the criteria for program entry were reasonable and fair, 45.6 percent felt they did not receive a clear explanation of those criteria (40.7 percent said they did and 13.6 percent were "undecided").

Program Design and Procedure

Eleven items were grouped here and most were responded to moderately favorably. More than half of the parents (52.5 percent) felt their children were exposed to a sufficient variety of subjects in the Expressive Arts Program (32.1 percent were "undecided") and 68.8 percent felt the amount of time per week that their children spent in the program was sufficient. However, although 40.1 percent felt the Expressive Arts teacher is readily available for conferences (58.8 percent were "undecided), only 21.6 percent felt they were kept adequately informed of their children's progress in the program (53.1 felt they were not). Data contained in Table 11 reveal that only 14.5 percent of the parents have visited the Expressive Arts program. However, results presented in Table 12 show that 83.1 percent of the parents knew the names of their children's Expressive Arts teacher. Data contained in Table 13 reveal that while 51.5 percent felt they received the same amount of

TABLE 59

EXPRESSIVE ARTS CENTER PARENT RESPONSES

(N=83)

			Percent Responding to Each Choice (* = modal response)				
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	M	SD	1	2	3	4	5
I. ADMISSION TO PROGRAM							
a. School personnel adequately informed me of the nature and purpose of the gifted program. (1)	3.49	1.13	6.2	14.8	19.8	*42.0	17.3
b. The amount of time it took to identify my child as gifted and place him (her) in a gifted program seemed reasonable. (2)	3.80	0.78	2.5	3.7	16.0	*66.7	11.1
c. My child's test results and other findings were adequately explained to me. (3)	2.58	1.14	12.8	*51.3	7.8	28.2	3.8
d. The criteria my child had to meet to qualify for the gifted program were clearly explained to me. (5)	2.91	1.22	12.3	*33.3	13.1	32.1	8.6
e. The criteria my child had to meet to qualify for the gifted program are reasonable and fair. (8)	3.76	0.60	0	0	32.5	*58.8	8.8
II. PROGRAM DESIGN AND PROCEDURE							
a. The gifted program's instructional facilities are adequate. (4)	3.53	0.67	0	2.6	*48.7	41.0	7.7
b. My child is exposed to a sufficient variety of subjects in the gifted program. (6)	3.46	0.98	3.8	11.5	32.1	*39.7	12.8
c. The amount of time per week that my child spends in the gifted program is sufficient. (7)	3.75	0.86	1.3	7.5	22.5	*52.5	16.3
d. The gifted teacher is readily available if I request a conference. (11)	3.43	0.57	1.3	0	*58.8	33.8	6.3
e. Gifted program teachers keep me adequately informed of my child's progress. (13)	2.59	0.96	10.1	*43.0	25.3	20.3	1.3
f. The gifted teachers I know are sufficiently qualified to teach gifted children. (14)	3.64	0.62	0	0	43.0	*49.4	7.6
g. Transportation provided by the gifted program is adequate. (16)	4.01	0.82	3.7	2.5	3.7	*69.1	21.0
h. My child needs specialized instruction not found in the regular school program. (19)	2.97	1.15	6.2	*33.3	32.1	13.6	14.8
i. My child receives a sufficient amount of attention in the gifted program. (21)	3.95	0.77	0	2.5	24.7	*48.1	24.7
j. The grading procedure used in the gifted program is adequate. (22)	3.45	0.65	0	0	*63.0	28.4	8.6
k. I am satisfied with the procedure of providing gifted instruction to my child on a part-time rather than a full-time basis. (26)	3.82	0.95	4.9	3.7	14.6	*57.3	19.5
III. PROGRAM EFFECTS							
a. I can see positive changes in my child at home as a result of participation in the gifted program. (10)	3.79	0.97	2.5	7.4	22.2	*44.4	23.5
b. My child is able to "keep up" with lessons in his regular class. (12)	4.20	0.68	0	3.7	3.7	*60.5	32.1
c. My child performs better in his regular class as a result of participation in the gifted program. (15)	3.38	0.77	0	10.0	*48.8	33.8	7.5
d. My child is able to "keep up" with lessons in the gifted program. (17)	4.06	0.59	0	0	14.8	*64.2	21.0
e. My child enjoys being in the gifted program. (20)	4.67	0.49	0	0	1.3	30.5	*68.3
f. The gifted program adequately stimulates and motivates my child. (23)	4.13	0.68	1.2	0	9.9	*61.7	27.2
IV. GIFTED PROGRAM/REGULAR PROGRAM INTEGRATION							
a. My child's regular class teachers have a favorable opinion of the gifted program. (9)	3.56	0.91	3.8	3.8	38.8	*40.0	13.8
b. Cooperation between my child's gifted and regular class teachers seems to be good. (18)	3.51	0.84	3.8	3.8	37.5	*47.5	7.5
c. Regular class teachers expect my child to make up work that was missed while he/she was receiving gifted instruction. (24)	3.66	0.94	2.5	11.1	18.5	*53.1	14.8
d. I feel that my child should make up work that was missed while he/she was receiving gifted instruction. (25)	3.89	0.88	0	8.5	19.5	*46.3	25.6

Note: Row percent scores may not total 100 percent due to rounding error.

feedback from the former, 38.2 percent felt they received less. Although 43 percent were "undecided", 57 percent thought the Expressive Arts teachers were sufficiently qualified (no parents disagreed with this statement). Most parents also felt their children received a sufficient amount of attention in the program (72.8 percent answered favorably). Also, although 63 percent were "undecided", 37 percent viewed the grading system favorably (no unfavorable responses were given). Results presented in Table 14 show that 62.9 percent of the parents felt their children were receiving more individualized attention in the Expressive Arts Program when compared to the regular one while only 5.7 percent reported less attention received. Over 90 percent of the parents were satisfied with transportation provided by the program and, although almost half were "undecided", 48.7 percent agreed that the program's instructional facilities were adequate. Only 28.4 percent of the parents felt their children needed specialized instruction not found in the regular school program (39.5 percent disagreed and 32.1 percent were "undecided"). Finally, 76.8 percent expressed satisfaction with the procedure of providing part-time rather than full-time gifted instruction to their children.

Program Effects

Six items were grouped here and most received favorable responses. Although 22.2 percent were "undecided", 67.9 percent of the parents saw positive changes in their children's behavior at home as a result of Expressive Arts Program participation. However, results presented in Tables 15 and 16 reveal only limited, although generally positive, changes in relationships with friends and siblings. Almost 90 percent of the parents felt their children were being adequately motivated and stimulated in the program and were able to "keep up" with lessons in both the Expressive Arts and regular programs (85.2 percent and 92.6 percent agreed, respectively). Although 48.8 percent of the parents were "undecided", 41.2 percent felt that participation in the program improved their children's performance in their regular classes. The most favorable rating given by the parents was to whether their children enjoyed being in the program. No parents disagreed, 1.3 percent were "undecided" and 98.8 percent answered favorably with 68.3 percent "strongly agreeing".

Parents were also questioned as to whether their children ever participated in Youth Fair. Results presented in Table 17 indicate that only 7.2 percent participated and that they enjoyed the experience.

Expressive Arts Program/Regular Program Integration

Four items were grouped here and responded to by the parents. Although 38.8 percent of the parents were "undecided", 53.8 percent felt that their children's regular class teachers viewed the Expressive Arts Program favorably. Similarly, while 37.5 percent were "undecided", 55 percent perceived good cooperation between the two classes of teachers. Over 70 percent of the parents felt their children should be required to make up assignments missed in the regular class while attending the Expressive Arts Program and 67.9 percent perceived regular class teachers as expecting assignments to be made up (18.5 percent were "undecided"). Finally, data presented in Table 18 reveal that, although 40.5 percent of the parents are aware of community advisory organizations, only five percent attend advisory group meetings. A similarly low percentage (13.4) appear to attend gifted parent group meetings. Although nineteen parents expressed an interest in becoming active in such groups, forty-four were not interested.

Program Improvement

The parents were asked to select one of six suggestions for improvement of the Expressive Arts Program. Results presented in Table 19 indicate that 50 percent of the parents chose "no changes". Next in preference was a desire for "more off-campus activities" (chosen by 23.7 percent). Just over 15 percent selected "other" as an option but indicated that they did not know enough about the Expressive Arts program to recommend improvement.

APPENDIX A

INFORMATION CALL
350-3862

cc 1 2 3 4

PARENT QUESTIONNAIRE/HIGH-ACHIEVING STUDENTS

Child's First Name_____

Name of school_____

Child's ethnic origin: check one

White, Non-Hispanic_____(1) Black, Non-Hispanic_____(2)

Hispanic_____(3) American Indian/Alaska Native_____(4)

Asian/Pacific Islander_____(5)

cc 5

Child's sex: check one Male_____(1) Female_____(2)

cc 6

Child's grade:_____

cc 7, 8

1. Are you aware of the existence of the Dade County Public Schools Gifted Program? Yes____(1) No____(2)

cc 9

2. Did the school ever contact you regarding your child's eligibility to participate in such a program? Yes____(1) No____(2)

cc 10

3. Was your child ever tested for possible placement in such a program? Yes____(1) No____(2)

cc 11

a) If yes, was he/she eligible for placement? Yes___(1) No__(2)

cc 12

b) If yes, was he/she placed in the program? Yes___(1) No___(2)

cc 13

c) If yes, is he/she still in the program? Yes___(1) No___(2)

cc 14

d) If yes, please check the appropriate answers below:

Check the program in which your child is currently participating: Check one only:

Elementary Learning Center/Gifted _____(1) cc 15
Expressive Arts Center _____(2) cc 16
Secondary Resource Program _____(3) cc 17
Other (please specify)_____(4) cc 18

_____

4. Was your child ever recommended for placement but did not enter the Program? Yes____(1) No____(2)

cc 19

a) If yes, check the one reason for this.

Parent's decision _____(1) cc 20
Child's decision _____(2) cc 21
Other (please Specify) _____(3) cc 22

_____

_____

MIS-20753 (12-75)

5. If your child <u>once</u> participated in a gifted program but <u>does so no longer</u>, please check all of the reasons for withdrawal that apply:

Difficulties in the gifted program	____(1)	cc 23
Graduated out of the program	____(2)	cc 24
Did not benefit from gifted involvement	____(3)	cc 25
Teacher pressure in "home" school/regular classes	____(4)	cc 26
Unable to "keep up" with assignments in "home" school/regular classes	____(5)	cc 27
Missing out on too many activities in "home" school/regular classes	____(6)	cc 28
Other (please specify):_____	____(7)	cc 29

_____

_____

6. If you were <u>not</u> contacted, would you like your child to be considered for placement in the Gifted Program? cc 30

Yes____(1) Undecided____(2) No____(3)

7. Have you ever attempted to enroll your child in a Gifted Program? cc 31

Yes___ (1) No____(2)

Thank you! Please return the questionnaire as per instructions in the cover letter. Feel free to use the space below for comments. ☐ cc 32

GIFTED PROGRAM PARENT QUESTIONNAIRE

cc 1 2 3 4 5

1. Name of school in which your child receives gifted instruction _____ ☐-☐☐☐☐ cc 6-10

2. Name of your child's regular school _____ ☐☐☐☐ cc 11-14

3. Child's ethnic origin: Check one cc 15

White, Non-Hispanic ____(1) Black, Non-Hispanic ____(2)

Hispanic ____(3) American Indian/Alaska Native ____(4)

Asian/Pacific Islander ____(5)

4. Child's sex: Check one Male ___ (1) Female ___ (2) cc 16

5. Child's grade: _____ cc 17-18

6. Grade your child first entered the gifted program: _____ cc 19-20

7. How long has your child participated in the gifted program? Check one cc 21

Just entered	___ (1)	About 2 years	___ (4)
About half a year	___ (2)	About 3 years	___ (5)
About a year	___ (3)	Over 4 years	___ (6)

8. Do you have other school-age children? Yes ___ (1) No ___ (2) cc 22

9. If yes, how many are also in a gifted program? _____ cc 23

10. Did you ever visit your child's gifted program? Yes ___ (1) No ___ (2) cc 24

11. If yes, how many visits? _____ cc 25-26

12. Did it increase your understanding of the program? cc 27

Yes ___ (1) Undecided ___ (2) No ___ (3)

13. How much feedback do you receive from your child's gifted teacher(s)? Please check only one answer. cc 28

More than from regular teachers ___ (1)

As much as from regular teachers ___ (2)

Less than from regular teachers ___ (3)

MIS-20433 (10/75)

14. How much individualized attention does your child receive in the gifted program? Please check only one answer. cc 29

- More than in regular program ___ (1)
- As much as in regular program ___ (2)
- Less than in regular program ___ (3)

15. Are you aware of the existence of community advisory organizations? Yes ___ (1) No ___ (2) cc 30

16. Do you attend community advisory group meetings? Yes ___ (1) No ___ (2) cc 31

17. Do you attend gifted parent group meetings? Yes ___ (1) No ___ (2) cc 32

18. Are you interested in becoming active in such groups? cc 33

Yes ___ (1) Undecided ___ (2) No ___ (3)

19. How old are your child's friends compared to your child? cc 34

Older ___ (1) About the same age ___ (2) Younger ___ (3)

20. How many friends does your child have compared to other children? cc 35

More than ___ (1) the same ___ (2) less than ___ (3)

21. How many of your child's friends are in the gifted program? cc 36

Almost all ___ (1) Many ___ (2) A few ___ (3) None ___ (4)

22. Has participation in the gifted program had any obvious effect on your child's relationship to friends? Yes ___ (1) Undecided ___ (2) No ___ (3) cc 37

23. If yes, please check all statements that apply: cc (PUNCH 1 IF CHECKED, 2 IF BLANK)

Has fewer friends	___	Is better able to make friends	___ cc 38,39
Has more friends	___	Is less able to make friends	___ cc 40,41
Is more envied by friends	___	Is more admired by friends	___ cc 42,43
Other (please specify)	___ :	_____	cc 44

24. Do you know the name(s) of your child's gifted teacher(s)? cc 45

Yes ___ (1) No ___ (2)

25. Do you know the name(s) of your child's regular class teacher(s)? cc 46

Yes ___ (1) No ___ (2)

26. Has participation in the gifted program had any effect on your child's relationship to siblings (brothers and/or sisters)? cc 47

Yes ___ (1) Undecided ___ (2) No ___ (3)

27. If yes, please check the types of effects that apply. cc (PUNCH 1 IF CHECKED, 2 IF BLANK)

Is more admired by siblings ___	Is more tolerant of siblings ___	cc 48,49
Is more envied by siblings ___	Is less tolerant of siblings ___	cc 50,51
Is "bossier" with siblings ___	Other (please specify): ___	cc 52,53
	_____	

28. Has your child ever participated in Youth Fair? Yes ___ (1) No ___ (2) cc 54

29. If so, did he (she) enjoy it? Yes ___ (1) No ___ (2) Not applicable ___ (3) cc 55

30. Please indicate the one suggestion which best describes your feelings for improvement of the gifted program: Check one answer only. cc 56

More gifted instructional time for my child	___ (1)
Fewer students per gifted class	___ (2)
Better qualified teachers of the gifted	___ (3)
More off-campus activities (field trips, etc.)	___ (4)
No changes desired	___ (5)
Other (please specify): _____	___ (6)

_____

_____

31. Were you informed of a parent orientation meeting prior to your child's placement in the gifted program? cc 57

Yes ___ (1) No ___ (2)

32. Does your child ride a school bus from his home school to the gifted program? cc 58

Yes ___ (1) No ___ (2)

33. If yes, how long is the ride from the home school to the gifted program? (one way) _____ miles ___ cc 59-61

Please answer every statement in the box provided in the right margin by writing the one number from the scale below that most accurately describes your feelings.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

1. School personnel adequately informed me of the nature and purpose of the gifted program. ☐ cc 62

2. The amount of time it took to identify my child as gifted and place him (her) in a gifted program seemed reasonable. ☐ cc 63

3. My child's test results and other findings were adequately explained to me. ☐ cc 64

4. The gifted program's instructional facilities are adequate. ☐ cc 65

5. The criteria my child had to meet to qualify for the gifted program were clearly explained to me. ☐ cc 66

6. My child is exposed to a sufficient variety of subjects in the gifted program. ☐ cc 67

7. The amount of time per week that my child spends in the gifted program is sufficient. ☐ cc 68

8. The criteria my child had to meet to qualify for the gifted program are reasonable and fair. ☐ cc 69

9. My child's regular class teachers have a favorable opinion of the gifted program. ☐ cc 70

10. I can see positive changes in my child at home as a result of participation in the gifted program. ☐ cc 71

11. The gifted teacher is readily available if I request a conference. ☐ cc 72

12. My child is able to "keep up" with lessons in his regular class. ☐ cc 73

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
1	2	3	4	5	

13. Gifted program teachers keep me adequately informed of my child's progress. ☐ cc 74

14. The gifted teachers I know are sufficiently qualified to teach gifted children. ☐ cc 75

15. My child performs better in his regular class as a result of participation in the gifted program. ☐ cc 76

16. Transportation provided by the gifted program is adequate. ☐ cc 77

17. My child is able to "keep up" with lessons in the gifted program. ☐ cc 78

18. Cooperation between my child's gifted and regular class teachers seems to be good. ☐ cc 79

END OF CARD # 1 cc 80=1 cc 1 2 3 4

19. My child needs specialized instruction not found in the regular school program. ☐ cc 6

20. My child enjoys being in the gifted program. ☐ cc 7

21. My child receives a sufficient amount of individual attention in the gifted program. ☐ cc 8

22. The grading procedure used in the gifted program is adequate. ☐ cc 9

23. The gifted program adequately stimulates and motivates my child. ☐ cc 10

24. Regular class teachers expect my child to make up work that was missed while he/she was receiving gifted instruction. ☐ cc 11

25. I feel that my child should make up work that was missed while he/she was receiving gifted instruction. ☐ cc 12

26. I am satisfied with the procedure of providing gifted instruction to my child on a part-time rather than a full-time basis. ☐ cc 13

27. Please comment on the above statements and indicate any additional comments regarding your child and the gifted program you would like to make: ☐ cc 14

_____

_____

END OF CARD cc 80=2

Return questionnaire as per instructions in your cover letter.
Thank you!

GIFTED PROGRAM EXCEPTIONAL CHILD TEACHER QUESTIONNAIRE

cc T 2 3 4

1. Please check (✓) the Area in which you work: cc 4

Northeast ___ (1) North Central ___ (3) Southwest ___ (5)

Northwest ___ (2) South Central ___ (4) South ___ (6)

2. Name of your school _____ ☐☐☐☐ cc 5-8

3. Please check (✓) the grade level you're teaching: cc 9

Elementary (K-6) ___ (1) Secondary (7-12) ___ (2)

4. How many years, including this one, have you been teaching? _____ cc 10-11

5. How many years in a gifted program? _____ cc 12-13

6. Please write the number of students you now have at each grade level:

Kdg. ☐☐ 1st ☐☐ 2nd ☐☐ 3rd ☐☐ 4th ☐☐ cc 14-23

5th ☐☐ 6th ☐☐ 7th ☐☐ 8th ☐☐ 9th ☐☐ cc 24-33

10th ☐☐ 11th ☐☐ 12th ☐☐ TOTAL ☐☐☐ cc 34-42

7. Do you team teach? Yes ___ (1) No ___ (2) cc 43

8. If yes, how many teachers, including you, comprise the team? Check one answer only. cc 44

___ (1) Not applicable ___ (2) 2 ___ (3) 3 ___ (4) 4 ___ (5) 5

9. What is the ethnic breakdown of your students?

White, Non-Hispanic ☐☐☐ Black, Non-Hispanic ☐☐☐ cc 45-50

Hispanic ☐☐☐ American Indian/Alaska Native ☐☐☐ cc 51-56

Asian/Pacific Islander ☐☐☐ cc 57-59

10. How many males ☐☐☐ females ☐☐☐ cc 60-65

11. Does your Area have a TSA for the gifted program? Yes ___ (1) No ___ (2) cc 66

12. About how many times did the Area TSA for the Gifted visit your program last year? (Leave blank if there was no TSA) _____ cc 67-68

13. How often would you like the TSA to visit your program? Check one. cc 69

Daily ___ (1) Weekly ___ (2) Bi-Weekly ___ (3) Monthly ___ (4)

Bi-Monthly ___ (5) Semi-Annually ___ (6) Annually ___ (7)

Never ___ (8) Not Applicable ___ (9)

MIS-20464 (10/75)

14. Please rank in order of importance to you how you feel the gifted TSA could best be functioning (use 1 as most important, 2 as next most important, etc.)

Providing inservice training for gifted teachers	___	cc 70
Providing materials to gifted teachers	___	cc 71
Screening of gifted students	___	cc 72
Providing inservice training for regular teachers	___	cc 73
Providing inservice training for parents	___	cc 74
Providing inservice training for administrators	___	cc 75
Other (please specify): _____	___	cc 76
_____		

15. If you had to choose, what is the earliest grade that students should be admitted to the gifted program? Check one.

Kdg. ___ (0) 1st ___ (1) 2nd ___ (2) 3rd ___ (3) 4th ___ (4) 5th ___ (5) 6th ___ (6) Above 6th ___ (7) cc 77

16. How many hours per week should gifted students receive gifted instruction? cc 78-79

_____ END OF CARD # 1 cc 80 = 1

17. What do you feel should be the minimum IQ that a student must have to be admitted to the gifted program? ☐☐☐ cc 1 2 3 cc 4-6

18. How many of your students have IQ scores below 130? _____ cc 7-9

19. What type of instruction should the gifted program provide? Check one answer only. cc 10

Continuation of basic skills	___(1)
Both basic skills and special elements	___(2)
Special elements only (inquiry, creativity, problem-solving, higher cognitive operations)	___(3)
Accelerated academic progress	___(4)
Undecided	___(5)

20. What type of instruction do you provide? Check one answer only. cc 11

Continuation of basic skills	___ (1)
Both basic skills and special elements	___ (2)
Special elements only	___ (3)

21. How many hours of planning time do you have per week? _____ cc 12-13

22. How many hours of planning time are necessary per week? _____ cc 14-15

23. About how much money per annum are you given to spend on curricula, supplies etc? (If you are part of a team, please indicate how many teachers comprise the team and give the dollar figure for the entire team).

Number of teachers _____ cc 16

Total funds given _____ cc 17-20

24. About how many parent conferences do you have per year? _____ cc 21-23

25. About how many conferences do you have with your students' regular class teachers per year? _____ cc 24-26

26. Do you use public school transportation for field trips? Yes ___ (1) No ___ (2) cc 27

27. How much time elapses from when you apply for public school transportation to the time you receive services? Check one

1 week ___ (1) 2 weeks ___ (2) 3 weeks ___ (3) 4 weeks ___ (4) over 4 weeks ___ (5) cc 28

28. Does this pose a problem to you which cannot be overcome by planning?

Yes ___ (1) No ___ (2) cc 29

29. Please rank the reasons for student withdrawal from your program using 1 as most frequent reason, 2 as the next, etc.

Moved out of area ___ cc 30

Academic difficulties in gifted program ___ cc 31

Academic difficulties in home school ___ cc 32

Behavior problems in gifted program ___ cc 33

Behavior problems in home school ___ cc 34

30. How many students withdrew from your program last year? _____ cc 35-36

31. About how many parents requested the withdrawal of their children from your program last year? _____ cc 37-38

32. About how many of those students did you recommend withdraw last year? cc 39-40

_____

33. Looking over your current class roster, about how many students do you feel should not be participating in your gifted program? _____ cc 41-42

34. Please rank reasons for these feelings using 1 as the most frequent reason, 2 as the next, etc.

Student is just not gifted and is unable to "keep up" in my program.	___	cc 43
Student is gifted but does not "keep up" in my program	___	cc 44
Student is gifted but is a behavior problem	___	cc 45
Student is gifted but does not "keep up" in his home school	___	cc 46

35. Please indicate the one choice which best describes your feelings for improvement of the program: Check one answer only. cc 47

More instructional time for each gifted pupil	__ (1)
Fewer students per gifted class	__ (2)
Additional personal training in the instruction of gifted pupils	__ (3)
More off-campus activities (field trips, etc.)	__ (4)
No changes desired	__ (5)
Other (please specify) _____	__ (6)

_____

36. Do you follow a countywide curriculum specifically developed for the gifted? cc 48

Yes ___ (1) No ___ (2)

37. Are you aware of such a curriculum? cc 49

Yes ___ (1) No ___ (2)

38. Is such a curriculum needed? cc 50

Yes ___ (1) No ___ (2)

39. Do you receive sufficient direction from Area level Exceptional Child personnel? cc 51

Yes ___ (1) No ___ (2)

40. Do you receive sufficient direction from District level Exceptional Child personnel? cc 52

Yes ___ (1) No ___ (2)

41. Does your gifted program provide a planned orientation for parents of gifted students prior to program entry? Yes ___ (1) No ___ (2) cc 53

42. If yes, is it adequate? Yes ___ (1) No ___ (2) Not applicable ___ (3) cc 54

43. Is there a planned orientation for regular class teachers?
Yes ___ (1) No ___ (2) cc 55

44. Is there a pre-entrance orientation for gifted students?
Yes ___ (1) No ___ (2) cc 56

45. How soon after school opens in September should gifted classes begin? Please check one answer only. cc 57

During the first week of school	___ (1)
The second week	___ (2)
The third week	___ (3)
The fourth week	___ (4)
After the fourth week	___ (5)

46. Do physical education, art and music personnel provide services to students while in your gifted program? Yes ___ (1) No ___ (2) cc 58

47. Should such services be provided? Yes ___ (1) No ___ (2) cc 59

48. Check any or all of the following principles of curriculum you implement most of the time in your instruction: (cc: PUNCH 1 IF CHECKED, 2 IF BLANK)

Subject-Related	___	cc 60
Process Oriented (development of thinking skills and processes)	___	cc 61
Doing-Centered (active involvement of learners and products)	___	cc 62
Open-Ended Application (allow for varied and personalized responses)	___	cc 63
Student-Selected (Individual differences in need, preference and capabilities)	___	cc 64

Please answer every statement in the box provided in the right margin by writing the one number from the scale below that most accurately describes your feelings.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

1. My gifted unit is a well-received part of the general program at my school. ☐ cc 65

2. The time it takes to identify students as gifted and assign them to the program seems reasonable. ☐ cc 66

3. My students' regular class teachers are supportive of the gifted program. ☐ cc 67

4. Parents receive sufficient feedback regarding the progress of their children in my program. ☐ cc 68

5. My program's instructional facilities are adequate. ☐ cc 69

6. My students are able to "keep up" with lessons in their regular classes. ☐ cc 70

7. The amount of contact I have with my students' regular class teachers is sufficient. ☐ cc 71

8. Almost all students in my program are appropriately placed. ☐ cc 72

9. Participation in the gifted program improves student performance in the regular classroom. ☐ cc 73

10. The amount of money available to me for purchase of curricula and materials is sufficient. ☐ cc 74

11. The amount of time per week that my students receive gifted instruction is sufficient. ☐ cc 75

12. Almost all students in my program have a sufficient command of basic skills. ☐ cc 76

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

13. The Area TSA for the Gifted is a valuable resource to me. ☐ cc 77

14. Students should be admitted to gifted programs on a trial basis. ☐ cc 78

15. Implementation of team-teaching techniques in elementary learning centers for the gifted seems to be adequate. ☐ cc 79

END OF CARD # 2 cc 80=2

cc T 2 3

16. Students should demonstrate mastery of basic skills at appropriate levels in order to be eligible for the gifted program. ☐ cc 4

17. The criteria a student must meet to qualify for the gifted program are reasonable and appropriate. ☐ cc 5

18. My schedule allows me to be readily available if a parent requests a conference. ☐ cc 6

19. The goals of my gifted program are clear-cut and easily understandable. ☐ cc 7

20. I am adequately able to measure student progress in my gifted program. ☐ cc 8

21. The transition from the elementary to the junior high gifted program is generally satisfactory. ☐ cc 9

22. My gifted students should be expected to make up assignments they missed in their regular classes due to involvement in the gifted program. ☐ cc 10

23. The curricula and materials provided to my gifted program are adequate. ☐ cc 11

24. Please comment on the above statements or list additional comments regarding the gifted program you wish to make: _____ ☐ cc 12

_____

_____ _____

_____

Please send this questionnaire to the address indicated on your cover letter. Thank you!

END OF CARD # 3 cc 80=3

GIFTED PROGRAM REGULAR TEACHER QUESTIONNAIRE

cc T 2 3 4

1. Please check (✓) the Area in which you teach: cc 5

   Northeast ___(1) North Central ___(3) Southwest ___(5)

   Northwest ___(2) South Central ___(4) South ___(6)

2. Name of your school _____ | | | | | cc 6-10

3. Grade level you teach _____ If more than one, indicate the most dominant cc 11-12

4. How many years, including this one, have you been teaching? _____ cc 13-14

5. How many students are on your class roster? _____ cc 15-17

6. How many hours of planning time do you have per week? _____ cc 18-19

7. How many students do you plan for? _____ cc 20-22

8. Are you part of a team? Yes (1) No (2) cc 23

9. If yes, how many teachers, including you, comprise the team? Check one only: cc 24

   (1) Not applicable (2) 2 (3) 3 (4) 4 (5) 5

10. Does your school house an elementary gifted center? Yes (1) No (2) cc 25

11. If no, what is the name of the elementary school to which gifted students from your school are sent? (Please leave blank if you teach in a secondary school). _____ ☐ cc 26

	Yes	No	
12. Have you ever had a student in your class who also attended the gifted program?	(1)	(2)	cc 27
13. Do you now have a student in your class who is attending the gifted program?	(1)	(2)	cc 28
14. Did you ever visit a gifted program?	(1)	(2)	cc 29

15. If yes, was it more than once? cc 30

    Yes (1) No (2) Not applicable (3)

16. Did it increase your understanding of the program? cc 31

    Yes (1) No (2) Not applicable (3)

	Yes	No	
17. Did a teacher of the gifted ever visit your program?	(1)	(2)	cc 32
18. Would you like to visit a gifted program?	(1)	(2)	cc 33
19. Would you like a teacher of the gifted to visit your program?	(1)	(2)	cc 34

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20. What type of instruction should the gifted program provide? Check one answer only.

Continuation of basic skills	___(1)	cc 35
Both basic skills and special elements	___(2)	
Special elements only (inquiry, creativity, problem-solving, higher cognitive operations)	___(3)	
Accelerated academic progress	___(4)	
Undecided	___(5)	

21. About how many parent conferences do you have per year? _____ cc 36-38

22. How often do you confer with your students' gifted teachers? Check one answer only. cc 39

At least once per 9-week period	__ (1)
At least twice a year	__ (2)
At least once a year	__ (3)
Never	__ (4)
Not applicable (I don't have a student in a gifted program)	__ (5)

23. Has the Teacher on Special Assignment (TSA) for the gifted ever conferred with you regarding a gifted child? cc 40

Yes (1) No (2) Not Applicable (3)

24. Were you ever offered an inservice program or workshop sponsored by gifted program personnel? cc 41

Yes (1) No (2)

25. Through what method would you like to learn more about the gifted program? Please rank the following methods by using:

1- as most desirable, 2- as next most, etc.

1 afternoon meeting with gifted program personnel	__	cc 42
1 day orientation workshop with gifted program personnel	__	cc 43
Reading a pamphlet or bulletin describing the gifted program	__	cc 44
A sequential inservice workshop	__	cc 45

26. If you were to participate in an inservice activity to learn more about the gifted program, where would you like the meeting to be held? Please rank (using "1" as the most desirable).

The Area Office	__	cc 46
My school	__	cc 47
The Gifted Center	__	cc 48
Other (please specify): _____	__	cc 49

27. When would you like the inservice activity to be scheduled? Please rank (using "1" as the most desirable).

During a faculty meeting	___	cc 50
After school hours in the afternoon	___	cc 51
In the evening	___	cc 52
On a teacher work day	___	cc 53
Wednesday afternoon after 2 P.M.	___	cc 54
Other (please specify: _____	___	cc 55
_____		

28. If you had to choose, what is the earliest grade that students should be admitted to the gifted program? Check one answer only. cc 56

Kdg. ___ (0) 1st ___ (1) 2nd ___ (2) 3rd ___ (3) 4th ___ (4) 5th ___ (5) 6th ___ (6)

Above 6th ___ (7)

	Yes	No	
29. Do you know the name of the Area Office TSA for the gifted?	___ (1)	___ (2)	cc 57

30. Looking over your current class roster, about how many of your students do you feel should be receiving gifted services but are not? ___ cc 58-59

31. Please rank what you feel are the reasons for this. Use 1 as the most frequent reason, 2 as the next most frequent, etc.

Not yet referred for testing	___	cc 60
Referred but not yet tested	___	cc 61
Referred but parent refused to permit testing	___	cc 62
Tested but did not qualify	___	cc 63
Qualified and awaiting placement	___	cc 64
Qualified but did not want to participate	___	cc 65
Other (please specify)_____	___	cc 66

32. Do you have any students currently receiving gifted services that you feel should not be? cc 67

Yes ___ (1) Undecided ___ (2) No ___ (3)

33. If yes, please rank reasons for your feelings, using 1 as the most frequent reason, 2 as the next, etc.

Students are just not gifted	___	cc 68
Students' needs can be met just as effectively in their regular classes	___	cc 69
Students are unhappy in their gifted program	___	cc 70
Students can't "keep up" with assignments in their regular classes	___	cc 71
Students are becoming too conceited	___	cc 72
Students are being rejected by classmates	___	cc 73
Other (please specify): _____	___	cc 74

_____

_____

34. Please indicate the one suggestion which best describes your feelings for improvement of the gifted program: Check one answer only. cc 75

More gifted instructional time for each gifted pupil	___(1)
Fewer students per gifted class	___(2)
Better qualified teachers of the gifted	___(3)
More off-campus activities (field trips, etc.)	___(4)
No changes desired	___(5)
Other (please specify): _____	___(6)

_____

_____

Please answer every statement in the box provided in the right margin by writing the one number from the scale below that most accurately describes your feelings.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

1. Classroom teachers have generally been given an adequate orientation to the gifted program. cc 76 ☐

2. Having feedback on my gifted students' progress in the gifted program will help me plan more effectively for them when they are in my classroom. cc 77 ☐

3. Screening procedures used to identify gifted students were adequately explained to me. cc 78 ☐

4. Almost all students that I refer for testing qualify for admission to the gifted program. cc 79 ☐

END OF CARD # 1
cc 80=1

cc T 2 3 4

5. The procedure of resourcing students to elementary gifted centers for 2 days each week is effective. cc 5 ☐

6. The time it takes to identify students as gifted and place them in gifted programs seems reasonable. cc 6 ☐

7. Classroom teachers are generally satisfied with the results of the gifted program. cc 7 ☐

8. Participation in the gifted program improves a student's performance in the regular classroom. cc 8 ☐

9. The gifted program offers students educational experiences not found in the regular school program. cc 9 ☐

10. Classroom teachers with students in gifted programs are kept reasonably informed of student progress in those programs. cc 10 ☐

11. My students in the gifted program are generally able to "keep up" with lessons in their regular classes. cc 11 ☐

12. Gifted and regular class teachers should meet periodically to discuss a student's progress. cc 12 ☐

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

13. Almost every school should have within it a specialized program for the gifted. cc 13 ☐

14. My students in the gifted program are generally able to "keep up" with lessons in that program. cc 14 ☐

15. The amount of contact I have with my student's gifted teacher(s) is sufficient. cc 15 ☐

16. The amount of time per week that my gifted students receive gifted instruction is sufficient. cc 16 ☐

17. Almost all of my students who are in the gifted program have a sufficient command of basic skills. cc 17 ☐

18. I expect my students in the gifted program to make up assignments they missed while attending the gifted program. cc 18 ☐

19. Students should be admitted to gifted programs on a trial basis. cc 19 ☐

20. Students should demonstrate mastery of basic skills at appropriate levels in order to be eligible for the gifted program. cc 20 ☐

21. Please comment on the above statements or list additional comments regarding the gifted program you would care to make: _____ cc 21 ☐

_____

_____

END OF CARD # 2 cc 80=2

Please return this questionnaire as per instructions on your cover letter. Thank You!

TO: A-1, ROOM 300
EVALUATION STUDIES OFFICE
ATTN: DR. JEFFREY F. KANOV

Important--Please make sure that this address is showing after the questionnaire has been folded and stapled.